

THE HISTORY OF TEACHER EDUCATION
IN THE PHILIPPINES TO 1955

By

LOLITA GARCIA RUTLAND, B.S., M.S.

A DISSERTATION PRESENTED TO THE GRADUATE COUNCIL OF
THE UNIVERSITY OF FLORIDA
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

UNIVERSITY OF FLORIDA

August, 1955

25A

TO
MY HUSBAND CAREY AND MY SON DAVID
AND TO
THE FILIPINO TEACHER
This study is sincerely dedicated

PREFACE

This dissertation is a study of the history of teacher education in the Philippines.

In this study, the writer has tried to present her subject objectively. Above all, she has tried to be ruggedly fair and honest.

The writer has drawn from original sources whenever possible. In doing so, this task has been made less difficult by the unfailing courtesy of those who have the needed documents in their keeping, namely: The Library Staff of the Library of Congress, Washington, D. C., The Library Staff of the Bureau of Public Libraries especially of the Filipiniana Division, Manila, and the Department of Education, Manila, who placed at her disposal the documents in their collection which made this study possible. Special mention is due to each of the following educators who have in some way contributed to the writer's data gathering: EST Marcelino Bautista, Dean Enriqueta Benavides, Dr. Luther Bewley, Superintendent Manuel Escarilla, Tomas P. Garcia, Federico Jimenez, Primitivo Lara, Magdalena Mangona, Concepcion Mella, Dr. J. Cayce Morrison, Dr. Macario Naval, Dr. Cecilio Putong, and to the principals of the national teacher education institutions. To all of them, the writer acknowledges her great indebtedness.

The writer is especially grateful to her Supervisory Committee: Dr. Kimball Wiles, Chairman; Dr. Charles Foster, Dr. William Fullagar, Dr. Earl Glenn substituting for Dr. Leon Henderson, Dr. Pauline Hilliard, Dr. Clara Olson, and Dr. Oscar Svarlien for their careful guidance and

helpful suggestions in carrying out this study; to Dr. Kimball Wiles under whose constant interest this work has been undertaken and for his generous cooperation at the time of reading the material presented; to Lillian E. Preston for assisting in editing this manuscript; and, to my husband Carey and to my son David for their unceasing inspiration toward a full realization of the study.

The writer assumes full responsibility for all the opinions, facts, and judgment expressed in this study.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
II. THE BEGINNINGS OF THE TEACHER EDUCATION INSTITUTIONS, 1863.	5
III. THE ESTABLISHMENT OF THE NATIONAL NORMAL SCHOOLS, 1863 TO 1900	20
IV. EARLY DEVELOPMENT OF TEACHER EDUCATION IN THE PHILIPPINES: 1901 TO 1935	32
V. LATER DEVELOPMENT OF TEACHER EDUCATION IN THE PHILIPPINES: 1935 TO 1950	58
VI. THE PRESENT STATUS OF TEACHER EDUCATION IN THE PHILIPPINES: 1951 TO 1955	75
VII. SUMMARY AND IMPLICATIONS.	87
BIBLIOGRAPHY.	93
APPENDIX A: LEY NO. 416 DE LA REPUBLICA.	98
APPENDIX B: APPROVED FOUR-YEAR TEACHER CURRICULUM IN INDUSTRIAL EDUCATION	104
APPENDIX C: REGULATIONS GOVERNING THE SELECTION OF STUDENTS FOR ADMISSION TO NORMAL SCHOOLS.	108
APPENDIX D: THE PROPOSED FOUR-YEAR ELEMENTARY TEACHER CURRICULUM.	109

CHAPTER I

INTRODUCTION

A little more than five years ago, the supply of teachers in the Philippines was inadequate. Teachers were in demand almost everywhere. High school graduates with no professional training and college undergraduates formed the majority of the teaching staff in the public schools. The UNESCO Mission¹ estimated that of the 65,000 teachers of the nation in 1949, 35,000 were unqualified, some because they lacked professional training and others because their preparation was incomplete.²

Today, the need for the "emergency" teacher is a thing of the past. There is at present an oversupply of qualified teachers. According to Manuel Escarilla, Superintendent of Teacher Education of the Bureau of Public Schools, the problem is now to replace unqualified "emergency" teachers³ who have rendered long and supposedly efficient service with "qualified"⁴ teachers who are prone to seek assignments in the capital

¹The UNESCO Consultative Educational Mission to the Philippines was set up during January and early February 1949 with Floyd W. Reeves, Chairman. The function of the Mission was to study certain aspects of education and to make recommendations for their improvement.

²UNESCO Consultative Mission, Report of the UNESCO Consultative Mission to the Philippines, July 28, 1949, p. 37.

³Emergency teachers are those who have not passed the civil service examination for teachers in the Philippines.

⁴Qualified teachers are those who are graduates of teacher training institutions and have passed the civil service examination for teachers.

city.¹ The existence of tens of thousands of teachers without jobs,² waiting for jobs that are nowhere in sight, is a big problem the nation faces. How did this condition develop? What should be done about it?

In order to know the next steps to take in securing an improved Filipino teaching profession it is necessary to understand the development of teacher education in the Philippines. What purposes have guided it? What programs have been established? What measures have proved successful? What changes have been made? What is the status of the teacher education institutions in the Philippines?

This study traced the history of teacher education in the Philippines by consulting all available historical sources and interviewing Filipino and American educators who are active in teacher education in the Philippines.

A review of literature revealed that information concerning the history of teacher education in the Philippines was widely scattered. It appeared mostly in the writings of noted Filipino historians and educators: Benigno Aldana, Encarnacion Alzona, Evergisto Bazaco, Vicente Catapang, Zoilo Galang, Antonio Isidro, Juan Laya, Pedro Orata, Camilo Osias; in the writings of foreign historians, anthropologists, and educators: Vicente Barrantes, Emma Blair, Ferdinand Blumentritt, Antonio de Morga, James Robertson; in the Annual Reports of the Philippine Commission to the President of the United States of America; in the Annual Reports of the War Department; in the Annual Reports of the Director of Education; in the bulletins, circulars, and

¹Statement by Manuel Escarilla, personal interview.

²Data on teacher unemployment is on page 83 of this study.

memoranda of the Department of Education of the Republic of the Philippines; in the Reports of the UNESCO Consultative Mission to the Philippines; in the Report of the Joint Congressional Committee on Education to the Congress of the Philippines; in the Report of the UNESCO - Philippine Educational Foundation, Fifty Years of Education for Freedom, 1901-1951; in the Yearbooks of the Philippine Council on Education; in the articles written by educators who are active in the field of teacher education in the Philippines and in the reports of the meetings of the Philippine Public School Teachers Association, which were published in their official organ The Philippine Educator. Up to this time, no one had attempted to classify, organize, and compile these data.

Because the origin and growth of the teacher training institutions were enveloped in a movement for freedom since the Spanish conquest in 1565, an attempt was made to present the country's cultural evolution during the periods of occupation by the Spanish, American, and the Japanese until the present state of independence of the Philippine Republic.

There were many gaps found in recorded information regarding the origins and stages of development of the early training schools. In order to obtain information to fill in these obvious omissions, letters were mailed to the principals and superintendents of those pioneer schools in the Philippines, which as far as was known had escaped total destruction during World War II, with the hope that they would make available for use any historical data in their keeping regarding their schools. A trip to the Philippines in the summer of 1954 made it possible to collect data from the Filipiniana, Orientalia, and Archives as well as to interview noted Filipino educators who are working in the field of

teacher education. A trip to the Library of Congress, Washington, D. C., was made in order to locate data that were missing in the Philippines. It was unfortunate that many valuable collections of the Philippine Libraries¹ were almost totally destroyed in the various battles for the liberation of the Philippines during World War II. Of the 70,000 manuscripts collected by the Filipiniana since 1909, only one hundred and fifty pieces were saved.²

For the purpose of the study, three periods were distinguished: first, the founding of the early teacher training schools; second, the period of their development; and third, their status. The years 1863 to 1900 marked the establishment of the first teacher training schools. A full chapter was devoted to a discussion of the aims, organization, administration, and curricula of these teacher training schools. Two chapters covered the development of these teacher training institutions. An effort was made in a fourth chapter to survey the status of the teaching profession.

¹Ten of the nineteen branches had lost all they had.

²UNESCO-Philippine Educational Foundation, Fifty Years of Education for Freedom, 1901-1951, Manila: National Printing Co., Inc., 1953, Bk. II, 113.

CHAPTER II

THE BEGINNINGS OF THE TEACHER EDUCATION INSTITUTIONS

? TO 1863

Primitive Filipino society did not demand trained teachers.

Written history about the Philippines¹ as far back as the early oriental empires² gave no evidence of teacher education. This is unusual because there were indications that the pre-Spanish Filipinos had a highly developed culture.

The culture which the early Filipinos had was an outgrowth of the kind of society that existed in the islands prior to the Spanish conquest.³ The form of government that was practiced was simple.

"Families were grouped into barangays,⁴ and each barangay was ruled by a chief called dato," contended Encarnacion Alzona,⁵ a Filipino historian

¹The Philippines consist of a group of about 7,110 islands totaling an area of 115,601 square miles, lying southeast of the continent of Asia, north of Indonesia, and just a few miles south of Formosa.

²About the seventh century of the Christian era, the empire of Shri-Vishaya was a thriving empire. This Hindu-Malayan empire included the islands of the Philippines. When this empire declined around the latter quarter of the fourteenth century, the empire of Madjapahit came into being. Historians say that the Philippines were once a part of this Javan-Brahman empire.

³The islands were discovered by Magellan in 1521 and conquered for Spain in 1565.

⁴Each barangay varied in size from fifty to a thousand.

⁵E. Alzona, A History of Education in the Philippines 1565-1930, Manila: U. P. Press, 1932, p. 3.

and scholar, and Antonio Isidro,¹ a noted Filipino educator. Alzona further stated the the dato, aided by a jury of old men, made decisions over disputes and imposed penalties according to custom and written law. Isidro² stated that Calantiao, who was chief of the island of Panay, issued a code of laws for his people in 1433.³ Alzona had this to say about the Code of Calantiao:

The Code of Kalantiao is the only written law of the Filipinos that has survived the Spanish regime. It was acquired by a Spaniard, Marcelino Orfila of Zaragoza, in Spain. It was later translated into Spanish by Rafael Murviedo y Zamanev.

A perusal of the code will show that life, property, women, the aged, and the dead were safeguarded in the laws of the Filipinos before the coming of the Spaniards.⁴

There were no writings from which could be inferred the evidence of any formal means of education. That the early Filipinos had some form of education, however, was revealed by the fact that there were practices familiar to the most advanced peoples of that time. Housing provisions were made of bamboo, nipa and wood built high above the ground.⁵ Alzona described the use of the lower portion of the house as an enclosure for fowl and other domestic animals.⁶ Agriculture was practiced extensively, although the implements were crude. Isidro

¹A. Isidro, The Philippine Educational System, Manila: Bookman Co., 1949, p. 1.

²Ibid. This book is one of the approved textbooks for use in teacher training institutions in the Philippines.

³Ibid., p. 2.

⁴Alzona, op. cit., p. 3. Her book form part of a valuable collection in the Filipiniana division of the Public Library.

⁵Ibid., p. 11.

⁶Ibid.

maintained that they understood well the cultivation of rice, coconuts, sugar cane, and bananas.¹ Fishing, weaving, and some manufacturing were practiced.

Alzona asserted that one of the best proofs of the culture of the primitive Filipinos was the existence of the written language. She quoted Father Chirino, an authority on the Filipino alphabet, that "writing was common among the Filipinos, both men and women."² Catapang, a Filipino historian and educator, also quoted Father Chirino's findings on his study of the Filipino alphabet:

The various written alphabets that were in use among the natives. . .fourteen were of Malayan origin, one was Arabic, and one Hebrew. The boys and girls learned to write on leaves of trees or on leaves of bananas with a sharpened bamboo stick or with an iron stylus. . . .³

Dr. James Robertson,⁴ an American anthropologist who compiled historical documents in his fifty-five volume The Philippine Islands co-authored with Emma Blair, affirmed that Governor Morga⁵ was equally certain that natives knew how to read and write in the native language.⁶

Records did not show how much of the written literature was in existence at the time of the Spanish conquest. Russell, who made studies of aspects of the Filipino culture, strongly contended:

¹Isidro, op. cit., p. 1.

²Alzona, op. cit., p. 1. Father Chirino was one of the early historians who made the Filipino alphabet known in Europe in his famous book Relacion de las Islas Filipinas, which was published in Rome in 1604.

³Vicente Catapang, The Development and the Present Status of Education in P. I., Boston: The Stratford Co., 1926, p. 10.

⁴E. Blair and J. Robertson, The Philippine Islands, 1493-1898, Cleveland: Arthur Clark Co., 1904, I to IV.

⁵Governor Antonio de Morga on June 17, 1598 sent a general report to Spain on Philippine conditions.

⁶Blair and Robertson, op. cit., XII, 242.

It is not to be supposed that there were libraries and schoolmen in the forest of Mindoro, anymore than in the forest of Adirondacks; but every settled town had a temple and most temples had a collection of books. These books were written in the native characters on palms, leaves and bamboo and were in the custody of the native priests. The subjects treated were historical and legendary, folklore, tales, statutes, deeds of version and poems. It is said that a Spanish enthusiast burned these books as works of the devils, thereby destroyed knowledge priceless to succeeding generations.¹

Some unbiased foreign writers explicitly declared that the existence of commercial intimacy with China,² Siam, Japan, and India indicated the most advanced type of civilization among the early Filipinos. Blumentritt, who was called by Dr. D. G. Brinton, the prominent American ethnologist, "The greatest living scientific authority on the Philippines," concluded in his study of The Philippines Their People and Political Conditions that "the national industries of the early Filipinos occupied a high level at the time of the coming of the Spaniards."³ Justice George Malcolm, quoted by Catapang, in his book The Government of the Philippines, asserted that "those along the coasts were the most advanced in civilization, their material wealth was considerable."⁴ These authors implied that national industries had

¹Charles E. Russell, The Outlook for the Philippines, New York: The Century Co., 1922, p. 29.

²Chao Ju-Kua, a Chinese official and geographer was Shih-po "Superintendent of Sea Trade" during the years 1277-1287. He described the Islands in his famous work called Chufan-chih during the thirteenth century. His work was translated by Zulueta, Hirth, Blumentritt.

³F. Blumentritt, The Philippines Their People and Political Conditions, trans. David J. Doherty, Chicago: Donohue Bros., 1900, p. 26.

⁴Catapang, op. cit., p. 9. Justice Malcolm was a jurist in the Philippines who studied aspects of government in that country during the Commonwealth period.

developed at a high level because of the commercial contacts with the great civilizations of the time, such as China, India, Japan, and Siam. The cultural influences from these great civilizations modified the culture of the primitive Filipinos, which Dr. James Robertson declared "was somewhat comparable to that of the mountain peoples today." He referred to the culture of the Eastern mountain peoples in 1900.¹ Gironiere, The Frenchman Observant Twenty Years in the Philippines quoted by Russell in his book The Outlook for the Philippines, stated:

Perhaps the most convincing proof to an impartial observer would be the fact that from the first accounts of the Islands, it appears that the inhabitants were shrewd traders as well as skillful artisans. Manila was one of the greatest commercial capitals of the East and had long been so. There is no warrant for the belief that it was a haphazard collection of fisherman's huts or that its greatness was created by Spain. The Chinese traded there thousands of years. . . .When the inhabitants of England were wearing skins, painting their bodies. . . and tattooing their flesh in religious fanaticism, the Filipinos were offered silks, brocades, cotton and other fabrics, household furniture, precious stones, gold and gold dust, jewelry, wheat from Japan, weapons, works of art and many articles of metal and a variety of agricultural products from their rich volcanic soil.²

A considerable number of authors on Philippine history agreed that some form of education existed in the Philippine Islands for many centuries before the arrival of the Spaniards. Although they mentioned no particular system of education, they simply showed the educational results from which could be deduced that the Filipinos had some form of education in their early history. Because there was no public school organization, there was no evidence of any kind of the existence of teacher education. Alzona, however, cited in her book A History of

¹Blair and Robertson, op. cit., XII, 242.

²Russell, op. cit., p. 30.

Education in the Philippines 1565-1930 Josue Soncuya's Historia Prehispana de la Isla de Panay (Manila, 1917) in which the author asserted that prior to 1521:

The Filipinos had schools in which children were taught reading, writing, reckoning, religion, and incantation and fencing for self-defense. In the southern part of the Islands, (in Panay, for instance), there were schools which taught the Sanskrit which was then the official language of the neighboring island of Borneo; arithmetic including the decimal system; the art of acquiring personal invulnerability; and the effective use of weapons for self-defense.¹

The UNESCO-Philippine Educational Foundation in their published report on Fifty Years of Education for Freedom, cited Gregorio F. Zaide's The Philippines since Pre-Spanish Times who also claimed:

On ancient Panay, there flourished regular schools called bothan under the charge of regular teachers. The subjects taught were reading, writing, arithmetic, religion, swordsmanship, and lubus (art of acquiring kinaadman, or talisman).²

There could be room for question as regards both Alzona's and Zaide's assertions, whether the presence of schools in the island of Panay alone implied the existence of a system of formal education and thus, the presence of trained teachers in the schools throughout the Archipelago. Authors, however, of pre-Spanish Filipino culture agreed that living with in the primitive Filipino society centered mainly in the family.

Primitive Filipino family shouldered the responsibility of teaching its members. One of the major activities of the primitive Filipino family was teaching. "The traditions and customs of the locality were transmitted orally from parents to children," declared

¹Alzona, op. cit., p. 10.

²UNESCO-Philippine Educational Foundation, Fifty Years of Education for Freedom 1901-1951, Manila: National Printing Co., 1953, Bk. II, 73.

Isidro.¹ A great majority acquired their knowledge of reading and writing in an informal way.² At this early period, according to Catapang, "education did not go beyond domestic needs, farming, handicraft, sailing, and trading."³ He further elucidated that "in teaching ways to earn a livelihood, the father was the tutor of the son and the mother the teacher of the daughter."⁴ Alzona cited the "tenth order" of the Code of Kalantiao issued in 1433 to the inhabitants of ancient Panay to describe the kind of teaching that was carried on by the family:

Tenth Order

It is the duty of the mother to instruct her daughters
secretly in sex hygiene and prepare them for motherhood. . . .⁵

The UNESCO-Philippine Educational Foundation referred to this kind of teaching as "informal, for the children studied in their own homes under their parents or in the houses of some tribal tueros."⁶

The period from known beginnings down to 1521 did not reveal teacher education but informal education was the responsibility of the family.

The Spanish missionaries organized schools and provided some teacher education in these schools. With the coming of the first European colonizers from Spain⁷ in 1521 education became the instrument

¹Isidro, op. cit., p. 2.

²Ibid.

³Catapang, op. cit., p. 3.

⁴Ibid.

⁵Alzona, op. cit., p. 5.

⁶UNESCO-Philippine Education Foundation, op. cit., Bk. II, 73.

⁷Because of Spain's occupation, the Philippines was the first country in the Orient to adopt the institutions and ideas current in western Europe.

of colonial policy which extended over a period of more than four centuries. The Spanish Government placed the teachings of the Catholic Church above everything else.¹ Zealous missionaries² accompanied every expedition to the Philippines.³ They built visitas or temporary sheds where they taught men, women and children the catechism as well as reading, writing, arithmetic, and sacred songs.⁴ Later on parochial schools were established.⁵ Domingo de Salazar, bishop of the Philippines, urged the governor to compel all encomenderos⁶ "to support the parochial schools in their encomiendas so that the inhabitants might receive religious instruction."⁷ As a result of the appeal, Governor Gomez Perez Dasmariñas issued an order in 1591 that a part of the tribute collected in the encomiendas should be devoted to the maintenance of schools.⁸ The schools became formally organized and education became a regular church activity.

¹Isidro, op. cit., p. 2.

²The Augustinian missionaries came with Miguel Lopez de Legaspi in 1565. In 1577, the Franciscan friars followed; then the Jesuits in 1581 were followed by the Dominicans in 1587; and then, the Recollects not to be outdone by the previous mission group arrived in Manila in 1606.

³Alzona, op. cit., p. 17.

⁴UNESCO-Philippine Educational Foundation, op. cit., Bk. II, 67.

⁵Ibid.

⁶The Spanish government followed the practice of rewarding deserving persons or religious corporations in the colonies with land grants called encomiendas. An encomienda might consist of several villages. The holder of an encomienda, known as encomendero, was empowered to collect tribute for his own use from the inhabitants but it was his obligation to look after their welfare. One of the obligations imposed upon the encomenderos was to give material assistance to the missionaries in their work of evangelization.

⁷Alzona, op. cit., p. 18.

⁸Elair and Robertson, op. cit., VIII, 28.

The missionaries were extremely busy men. They were agriculturists, architects, administrators, physicians, confessors, and music leaders all in one. . . .¹ The lack of trained teachers was a drawback as the growth of the schools proceeded. Writers in the field of education in the Philippines during the Spanish time did not state how the missionaries met the problem of the lack of trained teachers to teach in the schools they organized. It was the contention of Alzona that "men and women who could barely read or write were employed to teach."² She further stated:

The ground floor of the convent, a portion of the stables, or a room in the municipal prison served as schoolhouses. The school of this period taught only generally reading and the Christian doctrine, rarely arithmetic and writing. The Christian doctrine was the reader, and its teaching was the only object of the schools. This little book was translated into the local dialects.³

It was inferred from Alzona's statements that the missionaries employed the men and women they had taught to teach in their schools. Alzona also cited the decree of July 17, 1550, issued in the name of Charles I for all the overseas possessions of Spain, which ordered the assignment of sacristans⁴ as teachers.⁵

The Spanish authorities felt the need of training young men, particularly the sons of the conquistadores, for the service of the king and the church.⁶

¹Alzona, op. cit., p. 22.

²Ibid.

³Alzona, op. cit., pp. 22-23.

⁴Sacristans were priests' helpers.

⁵Ibid., p. 20.

⁶Blair and Robertson, op. cit., V., 115.

Schools of secondary character were next organized. The Jesuits and the Dominicans, especially the former, were particularly active in the establishment of these educational institutions: namely, the College-Seminary of San Ignacio in Manila in 1585; the college-seminary named San Ildefonso in Cebu in 1599; the College of San Jose in 1601.¹ Alzona classified the students of these secondary schools into two kinds: namely, those who were preparing for the priesthood and those who were seeking instruction above the elementary school.²

Some of the secondary schools were developed into institutions for higher education. In 1621 Pope Gregory XV raised the College-Seminary of San Ignacio, originally a secondary school, to the rank of a university.³ It conferred degrees in 1626 on the students of the College of San Jose.⁴ This university was closed in 1768 upon the expulsion of the Jesuits.⁵ With their retirement, the islands lost the services of these teachers whose work was appreciated by the educated classes. The papal bull in November, 1645 elevated to the category of a university the college of Santo Tomas, which began as such between 1605-1610.⁶ This college began to confer degrees in the same year as

¹Alzona, op. cit., p. 24.

²Ibid.

³Ibid., p. 28.

⁴Ibid.

⁵Ibid., The Jesuits were apparently expelled because of rivalry between different religious orders.

⁶Report of the Philippine Commission to the President, 1899-1900, Part III, Washington: Government Printing Office, 1900, p. 38.

the University of San Ignacio.¹ According to Alzona, the courses offered by these two early universities reflected the influence of the Renaissance. Courses in theology, philosophy, and the humanities were taught.²

The UNESCO-Philippine Educational Foundation summarized the goals of these secondary schools and these universities as reflecting the aristocratic ideal of the time, to belong to the "gente ilustrada."³ To this educated class, labor was held in very low regard.

It was implied in the statements of the various authorities cited that these institutions for secondary⁴ and higher instruction supplied teachers for the schools at the latter period of the Spanish conquest and prior to 1863.

Educational decrees issued before 1863 ordered the use of teachers trained in the teaching of the Christian doctrine and the Spanish language. Educational decrees were common during the Spanish rule. They were framed by the Council of the Indies until 1837 and thereafter, by the Ministry of the Colonies.⁵ The decrees were vague and inadequate. As mentioned earlier, the decree of July 17, 1550 ordered the use of the Castilian language in the teaching of the Christian doctrine and the assignment of sacristans as teachers. Another decree by Philip IV, issued on March 2, 1634, gave the archbishops and the bishops the authority to teach the Filipinos the Christian doctrine and the Spanish language.⁶ This was

¹Alzona, op. cit., p. 28.

²Ibid.

³UNESCO-Philippine Educational Foundation, op. cit., Bk. II, 68.

⁴Rhetoric, Latin, and philosophy constituted the secondary curriculum.

⁵Alzona, op. cit., p. 19.

⁶Ibid.

the subject of another decree of November 4, 1636.¹ The decree of June 20, 1686 ordered all these laws regarding teaching be enforced and in case of failure to comply with this provision the responsible officials would be called to account.² The reasons for the enforcement of the decree were given:

A knowledge of reading, writing, and of the Christian doctrine, and the Spanish language was essential to the welfare of the Filipinos and the glory of Spain; that the Christian doctrine should be taught diligently as it was the most efficient means of destroying idolatries and superstitions; that a knowledge of the Castilian language would protect the Filipinos against oppression by local officials and enable them to appeal directly to the higher authorities in case of trouble.³

A decree of December 22, 1792 went as far as to forbid the use of the local dialects by the Filipinos and ordered that the Castilian language be used.⁴ Most of the provisions of the decrees were not carried out because of distance, poor means of communication, the lack of funds, and the lack of trained teachers.⁵

With the administration of Felix Barenquer de Marquina, public education received some official attention.⁶ In 1820, as a result of a successful Liberal uprising in Spain, the Cortes, imbued with liberal ideas, took up projects of reform for Spain and her colonies. One of these was a plan of public instruction for the Philippines; approved on

¹Ibid.

²Alzona, op. cit., p. 21.

³Blair and Robertson, op. cit., XLV, 184-185.

⁴Alzona, op. cit., p. 21.

⁵Ibid.

⁶Ibid., p. 48. His decrees of 1770, 1772, 1774, and 1778 ordered the establishment of a primary school in every town.

June 24, 1821.¹ The plan established an extensive system of public instruction from the lowest grade to the university.² With this plan, vocational education made a notable advance.

As public education began to gain official attention, problems that pertained to teachers came into the limelight.

In 1855 Governor Manuel Crespo appointed a commission to study the problem of public education in view of complaints that had been received by the central government from teachers.³ He instructed the commission:

To fix the number of men and women teachers on the basis of the number of persons paying tribute in each town;

To draft regulations which would make uniform the instruction in and administration of all schools;

To determine the content of the curriculum of schools for both sexes; the study of the Spanish language be included in the curriculum;

To consider and report on advisability of establishing a school for teachers in the City of Manila.⁴

Although the commission existed for many years after the retirement of Governor Crespo in 1856, his successors failed to maintain a consistent educational policy. Besides this problem of inconsistency in policy with regard to education, the commission also faced another problem. Should Filipinos be taught the Spanish language? Barrantes, one time adviser to the captain-general of the Philippines and attached to the Ministry of Colonies, contended that "there was no further proof

¹Alzona, op. cit., p. 47.

²Ibid.

³Ibid., p. 48. Two teachers in Laoag, Ilocos Norte had sent requests to the governor general for salary increases.

⁴Blair and Robertson, op. cit., XLVI, 67.

that the friars were opposed to the teaching of Spanish to the Filipinos."¹

With the return of the Jesuit fathers to the Philippines in 1859, education received a new impetus. In August 10, 1860, Governor Solano commissioned an official of the secretary's office to draft a project for reform, the fundamental parts of which were:

1. That a normal school be established in Manila as a seminary for teachers;
2. That the pupils of such school, who are candidates for teachers, proceed for the various provinces in the proportion of one to each 50,000 or 60,000 inhabitants, their expenses to be paid from the local funds;
3. That in the normal school teaching, the studies with application to industry and the arts predominate;
4. That the certificate shall not be issued to any pupil at the end of his course, unless he can write and speak Castilian fluently;
5. That there be regulation of schools in the villages, all of these to be supplied with well-endowed pupils from the normal school;
6. That all who cannot prove their ability by the proper certificate and good deportment be prohibited to teach;
7. That the supervision in teaching belong to the provincial chiefs; and in regard to the moral and religious to the parish priests;
8. That the normal school have a practice school (for boys) under the charge of the pupils (student teachers).²

With the help of several Jesuit fathers, the commission completed its task and submitted its report in 1861. This report formed the basis of the laws of December, 1863.³ These laws marked the beginning of the establishment of normal schools for the training of teachers in the Philippines.

¹Iv. Barrantes, La Instruccion Primaria en Filipinas, Manila, 1869.

²Elair and Robertson, op. cit., XLVI, 69.

³Alzona, op. cit., p. 51.

Summary

The early history of the Philippines gave no evidence of formal programs in teacher training. With the Spanish discovery and resulting conquest some attempts at teacher education were begun notably by the missionaries and a few benevolent administrators. Their work formed the basis of the laws of December 20, 1863 which provided for the establishment of normal schools for the training of teachers in the Philippines.

CHAPTER III

THE ESTABLISHMENT OF THE NATIONAL NORMAL SCHOOLS:

1863 TO 1900

The royal decree of 1863 provided for a definite plan of teacher education. The normal school in Manila, provided for in the laws of 1863, began operation on May 17, 1864.¹ It was for men² and under the administration of the Jesuit fathers.³ A description of the Manila Normal School was contained in the Regulations of the Normal School for Teachers of Primary Instruction for the Natives of the Filipinas⁴ Islands:

Of the object of the normal school;

Article 1. The object of the normal school is to serve as a seminary for religious, obedient, and instructed teachers, for the management of schools of primary instruction for the natives. . . .

Article 2. The scholars shall be resident, and subject to one and the same rule of discipline. For the present the number of day pupils fixed by the superior civil governor may be admitted. . . .

Article 3. In the same locality of the normal schools, although with the fitting independence and separation, there shall be a school of primary instruction for non-resident boys, whose classes shall be managed, under the supervision of a teacher of the normal school, by the pupils of the same.

Of the branches and direction of the studies;

Article 4. Education in the normal school shall comprise the following branches:

1. Religion, morals, and sacred history.
2. Theory and practice of reading.

¹Blair and Robertson, op. cit., XLVI, 70.

²Ibid. The school was known as Manila Normal School.

³UNESCO-Philippine Educational Foundation, op. cit., Bk. II, 70.

⁴Filipinas is the Spanish term for Philippines.

3. Theory and practice of writing.
4. An extensive knowledge of the Castilian language with exercises in analysis, composition, and orthography.
5. Arithmetic to ratio and proportion, elevation to powers, and extraction of roots, inclusive, together with the decimal metric system with its equivalent of local weights and measures.
6. Principles of Spanish geography and history.
7. Ideas of geometry.
8. Common acquaintance with physical and natural sciences.
9. Ideas of practical agriculture with reference to the cultivation of the products of the country.
10. Rules of courtesy.
11. Lessons in vocal and organ music.
12. Elements of pedagogy.

Article 7. The scholars of the normal school who had completed the courses of their studies and shall have obtained by their good deportment, application and knowledge, the mark of excellent (*sobresaliente*) in the final examination for the three consecutive years shall receive a teacher's certificate, in which shall be expressed their creditable mark, and they shall be empowered to teach schools of *ascenso* (advanced). Those who shall not have obtained the mark of excellent, but that of good (*bueno*), or fair (*regular*) in the above mentioned examinations, shall also receive teacher's certificate with their corresponding mark expressed therein. Finally, those who shall have failed in said examinations, if after they shall have repeated the exercise, shall have merited approval, shall only receive certificates as assistant teachers.¹

Two kinds of students were admitted into the school: the regular and the supernumerary.² The former were admitted free but were required to teach for ten years after graduation; the latter paid for their instruction but were otherwise the same as the other group.³

¹Blair and Robertson, *op. cit.*, XLVI, 86-95.

²UNESCO-Philippine Educational Foundation, *op. cit.*, Bk. II, 69.

³*Ibid.*, Bk. II, 70. The general qualifications of all students were enumerated in the decree: be natives of the Spanish dominions, 16 years of age, in good health, and in good standing in the town in which they lived as certified by the parish priest.

The textbooks used in the normal school were proposed by the director of the normal school with the approval of the superior civil governor as provided for in the decree of 1863:

First Year

Mazo: Christian Doctrine Explained (Part I).
 Yeves: Elements of Sacred History (Second Grade).
 Torre, P. de la: Spanish Grammar (Analogy and Orthography).
 Regulez: Theory and Practice of Reading.
 Regulez: Theory and Practice of Writing.
 Fernandez and Cardin: Arithmetic.
 Yeves and P. Baranera: Principles of General Geography and Philippine Geography.
 Henry and Thenot: Drawing.

Second Year

Mazo: Catechism Explained (Parts II and III).
 Yeves: Sacred History (Third Grade).
 Yeves: History of Spain.
 Regulez: Theory and Practice of Reading.
 Regulez: Theory and Practice of Writing.
 Fernandez and Cardin: Arithmetic.
 Nonell: Spanish Grammar.
 Henry and Thenot: Drawing.

Third Year

Mazo: Catechism Explained (Part IV).
 Nonell: Spanish Grammar.
 Fernandez: Geometry.
 Lectures by the Professor: Surveying.
 Murgadas: Pedagogy.
 Lectures by the Professor: Agriculture.
 Henry and Thenot: Drawing.¹

The training of women teachers came about in response to the need for them in the primary schools for girls. With the establishment of the primary schools for girls by the royal decree of 1863, the need for women teachers was felt. The regulation for primary schools required that women teachers hold certificates so they might be appointed permanently.² Certificates were issued by the superior government upon

¹Blair and Robertson, *op. cit.*, XLVI, 95.

²Alzona, *op. cit.*, p. 79.

the recommendation of the examining board composed of the director of the men's normal school, a member of the superior board of primary instruction, and a member of the Ayuntamiento.¹ The candidate was to take an examination before this board on the subjects taught in the primary schools for girls.²

By a decree of the superior civil government of November 30, 1871,³ a normal school for women was established in the Municipal School of Manila.⁴ It was opened in 1875. This school was for the natives of the diocese of Nueva Caceres.⁵ It offered a three-year course leading to the teacher's certificate of primary instruction.

The official curriculum for the normal schools for women was:

Three-year Course for the Certificate of Teachers
Of Primary Instruction

First and Second Years:

Religion and ethics; Castilian grammar; expressive reading; arithmetic; calligraphy; general geography and the geography of Spain and the Philippines; history of Spain and the Philippines; hygiene and domestic economy; needlework; geometry; gymnastics.

Third-year, enlargement of the studies of the first and second years:

Pedagogy; natural sciences; music and singing; practices in teaching.

Four-year course, for the Certificate of Teacher of Superior Instruction, enlargement of the studies of the three-year course:

Principles of literature; designing with application to needlework; optional subjects; elementary principles of law and

¹Ibid.

²Ibid.

³Educational decrees were common during the Spanish rule. They were framed by the Council of the Indies until 1837 and thereafter, by the Ministry of the Colonies.

⁴Ibid., p. 80. It offered two normal courses: a two-year course leading to the certificate of teacher of primary instruction and a three-year course leading to the certificate of teacher of superior instruction.

⁵Ibid.

its application; French, English, pedagogy for the deaf and the blind; fine arts.¹

The normal schools for women were supported by the matriculation of their pupils and their payments for board.²

Superior normal schools were established in response to a need for teachers for the higher grades. The need for teachers for the higher grades was brought to the attention of the superior government by Father Hermenegildo Jocas in a memorial dated December, 1892.³ Prior to this year however, a higher normal school for women was established by a royal decree of March 11, 1892 in the city of Manila.⁴ The Augustians' nuns of the Assumption of the Royal School of Sta. Isabel, Madrid were put in charge of the school. This superior normal school offered a three-year course leading to the certificate of primary instruction and a four-year course leading to the certificate of superior instruction.⁵ Their entrance requirements were expressed in the following article of its regulations:

Article 65. In order to enter the Superior Normal School for Women Teachers, one must pass an examination in Christian doctrine and sacred history, Castilian grammar, arithmetic, geometry, history, history of Spain and the Philippines, hygiene and needlework.⁶

¹Alzona, op. cit., p. 84. This curriculum was identical with that of the men's higher normal school with the exception of needlework.

²Ibid.

³Ibid., p. 65.

⁴Ibid., p. 80.

⁵Ibid., p. 83. The previous section contains the sample curriculum of the superior normal school.

⁶Ibid., p. 80.

The normal school for men was elevated to the rank of the superior normal school and became the Escuela Normal Superior de Maestros in 1893.¹ An advanced course for teachers was offered. Teachers who graduated with a grade of excellent might study for another year by taking additional courses in pedagogy.² Upon completion of the course, a certificate of teacher of superior primary instruction was granted to the candidate.³ The curriculum of this superior normal school for men was identical with that of the higher normal school for women as quoted in the preceding section, with the exception of needlework. In the men's superior normal school, courses in agriculture, surveying, lineal and figure drawing were offered.⁴ During the first four years of school's existence, the law contained a provision that students could be graduated after two years of study.⁵ This provision was for the purpose of meeting the pressing demand for teachers in the provincial primary schools.⁶

The following textbooks were prescribed for the use of students in the superior normal schools:

Carderera: Advanced Pedagogy.
 Lectures by the Professor: School Laws.
 Schonppe: Religion and Morals.
 Baste y Baco: Universal History.
 Fernandez and Cardin: Algebra.
 Carderera: Commerce and Industry.
 Felin: Common Natural Phenomena.⁷

¹Ibid., p. 72.

²Ibid., p. 64.

³Ibid.

⁴Alzona, op. cit., p. 84.

⁵Ibid., p. 65.

⁶Ibid.

⁷Ibid., p. 72.

The expenses of these superior normal schools¹ were defrayed by the Civil Government. Sums arranged in the royal decree creating these schools were 7900 pesos for the teaching fund and management and 4500 pesos for the equipment.²

Pre-service teacher education provided for practice teaching for the students. Each normal school had a primary school located in its building where the students practiced teaching for at least four months under the guidance of the regent.³ A regent held a superior certificate and was in charge of a primary school.⁴

Evergisto Bazaco, Head, History Department of the University of Santo Tomas, in his book History of Education in the Philippines described the method of practice teaching as similar to that in vogue in Europe at the time:

Each student in the normal school was required to attend the practice classes in the "Escuela Modelo" or Primary Training School. . . . In the practice classes, the student was instructed in organization of schools and in the practical, as well as theoretical methods of teaching.

.....
 . . . First, a student teacher was given a small number of pupils from all grades. He taught and examined these pupils in order to become acquainted with the capacity and intelligence of each and every pupil. The student teacher was next placed in charge of a large school where he showed his ability in organization. He was expected to divide the school into grades and classes and to assign to each class the proper assistant teacher. After such assignments, the student teacher supervised the work in work in the whole school.⁵

¹Ibid., p. 84. There were two superior normal schools, one was for men and the other for women.

²Ibid.

³Alzona, op. cit., p. 86.

⁴Ibid.

⁵E. Bazaco, History of Education in the Philippines, Manila: U. S. T. Press, 1939, pp. 293-294.

The Academy of Pedagogy, a type of in-service teacher education, was formed in 1894 through the initiative of the graduates and the director of the superior normal school for men. It aimed to promote esprit de corps among teachers and to cultivate interest on pedagogical studies among teachers in the Philippines.¹

The Academy published an organ called Boletin Oficial del Magisterio Filipino for the diffusion of pedagogical information.² This periodical usually contained notices of teaching opportunities and vacancies, foreign educational news, assignment of teachers, disciplinary orders for teachers, results of teacher's examinations, and conferences on pedagogical topics.

An idea of the work carried on by the academy can be deduced from a published summary report of the secretary toward the close of the Spanish occupation:

The director of the Superior Normal School for Teachers, realizing the necessity of providing means in order that the graduate of the normal schools may progress and develop, proposed to the Superior Government the establishment of the Pedagogical Academy This Pedagogical Academy has furnished to date means of impressing teachers with the dignity and honor of their profession inspiring them to promote culture and moral ideas among their pupils and by means of their dealing with other teachers of the Archipelago, difusing culture and enlightenment in the Islands. It has contributed to awaken in families an interest in education and has illuminated the mind of the public by infusing sentiments of virtue, science, patriotism and Christianity-sentiments which guarantee the progress of the Archipelago.

.....
As proof of this are the good results reported by teachers themselves who have attended the meetings of the Academy and learned

¹E. Bazaco, op. cit., p. 315.

²Alzona, op. cit., p. 77.

things which were entirely new. And even those teachers who could not attend the meetings have benefited by reading the reports of the meetings from the Official Bulletin of the Filipino Teachers.

In addition to these conferences, the Academy counts upon other effective means of instruction such as the Pedagogical Library and the Pedagogical Museum. . .all for the propagation of the science of pedagogy among our teachers.¹

During the short existence of the Philippine Republic,² the established government made no provision for teacher education. Under the Revolutionary Government of 1898, the Filipinos struggled for a free and nationalistic system of education.³ By its decree of November 4, 1898 the government kept open all primary schools that were in existence during the Spanish rule.⁴ Although the Malolos Constitution of January 20, 1899 made provision for free and obligatory popular instruction for the nation and revised the primary schools' curriculum⁵ according to the sentiments of the revolutionary leaders, there was no provision whatsoever, for education of teachers to supply these schools. The government however, had

¹Bazaco, op. cit., p. 315.

²In the latter part of the nineteenth century, national consciousness became strongly felt by the Filipinos. In 1896, when Dr. Jose Rizal was shot to death as a traitor to Spain, falsely accused of having been the leader of the movement, the Filipinos inspired by the Katipunan revolted for freedom and succeeded in gaining concessions for political reform from the Spanish government. The Spanish government did not fulfill its promises for reform and the unrest continued. Then on April 1, 1898 the Spanish-American War broke out and the revolution resumed. Many schools had to be closed. By the middle of June, 1898 the Spaniards had been driven out of several provinces and Philippine independence was declared at Kawit, Cavite with General Emilio Aguinaldo as the Philippine Republic's first president.

³UNESCO-Philippine Educational Foundation, op. cit., Bk. II, 70.

⁴Ibid., Bk. II, 71.

⁵Ibid. Physical education and citizenship training were emphasized, and Christian doctrine was eliminated.

ordered the teachers to remain at their posts and municipal presidents were instructed and authorized to keep a record of absences of teachers and the reasons for these.¹

However, the tide of war turned and the Revolutionary Government was unable to put into effect its educational program for the Filipino people.²

Some schools were reopened immediately after the American occupation³ with soldiers as the first teachers. Scarcely three weeks after the occupation of Manila on August 13, 1898, the Military Government reopened seven schools in the city.⁴ Each school was handled by a soldier assigned to teach English.⁵ By June 1, 1899, Mr. George P. Anderson, a volunteer officer became superintendent of the Manila schools.⁶ By March 30, 1900 a total of thirty-nine schools with an enrolment of 3,742 were functioning under the administration of Captain Albert Todd, Sixth U. S. A. Artillery.⁷ At this time groups of civilian teachers from the United States began to come. Five hundred and forty

¹Ibid.

²UNESCO-Philippine Educational Foundation, op. cit., Bk. II, 71.

³Meanwhile, the United States had declared war on Spain and on May 1, 1898 Admiral Dewey, of the U. S. Navy swept into Manila Bay, defeated the Spanish Armada and occupied Manila on August 13, 1898. Simultaneously, the "Katipuneros" established the first Filipino Republic under Emilio Aguinaldo as president. The Filipinos wary of foreign colonizers kept up the resistance until 1902.

⁴UNESCO-Philippine Educational Foundation, op. cit., Bk. II, 74. Father McKinnon was put in charge of the schools.

⁵Ibid., Bk. II, 84.

⁶Ibid., Bk. III, 131.

⁷Ibid.

American teachers were selected by the United States Civil Service Commission for teaching assignments to this newly-acquired United States territory, the Philippines.¹ This group of young men and women were entrusted with what President McKinley called "the extension of a system of primary instruction which shall be free to all and which shall tend to fit the people for the duties of citizenship and for the ordinary avocation of a civilized community."

These pioneer American teachers were one of the agencies responsible for the training of teachers for the public schools of the islands after 1900.

Summary

The first normal school, the Manila Normal School, provided under the laws of 1863, was for men. Between the years 1866 to 1896, ten normal schools for women were established to meet the need for teachers in the primary schools for girls. The curricula of all of these schools reflected the colonial policy of Spain, with major emphasis placed on the teaching of the Catholic Church. Prior to 1896, two superior normal schools, one for men and the other for women, were organized in response to a demand for teachers for the higher grades. The regular and the superior types of normal schools had primary schools where students practiced teaching under the guidance of the regents who held superior certificates. A certificate to teach was given to the graduate by performance shown in the examinations as: (1) sobresaliente, (2) ascenso,

¹A directory of teachers on board the "Thomas" is contained in the Log of the Thomas or in the UNESCO-Philippine Educational Foundation, op. cit., Bk. III, 135-142.

and (3) buenc. The successful graduates of the normal schools were required to render ten years of service to the government through appointments by the governor-general.

Under the Revolutionary Government of 1898, teacher education came to a standstill.

With American occupation, efforts to organize teacher education were begun by the Military Government in the Philippines.

CHAPTER IV

EARLY DEVELOPMENT OF TEACHER EDUCATION IN THE

PHILIPPINES: 1901 TO 1935

The Americans instituted teacher education for Filipino teachers in 1901. The Filipinos, realizing the sincerity of America's motives in establishing schools, were not slow to take advantage of the situation. Thousands of children flocked to the schools, and the handful of American teachers found themselves face to face with an impossible task. It was then thought advisable to train Filipino teachers for the teaching service.

On January 21, 1901 the United States Commission in the Philippines passed Act No. 74 establishing: (1) a controlling body over the school system known as the Department of Public Instruction, (2) normal schools,¹ trade schools and agricultural schools for the training of Filipino teachers.²

Several forms of pre-service³ teacher education were employed by the pioneer teachers to meet the need for teachers in English and other subjects in the new public school system. A significant problem

¹Act No. 74, otherwise known as the "Educational Law of 1901" provided for an insular normal school in Manila. Sessions were held only in the afternoon.

²Act No. 74, "Educational Law of 1901," January 21, 1901. The United States Official Gazette, Manila, January 31, 1903 contains a collection of the proclamations and laws passed by the United States Government in the Philippines during her early years of occupation in that country.

³Pre-service teacher education includes all academic and practice work taken before one enters the profession.

which the new government had to solve upon the establishment of the public school system was the training of teachers, not only in the English language but also in methods of instruction. Groups of American civilian teachers began to come at about this time,¹ By September 1, 1901, 765 American teachers were already in the Philippines. Some of these were military personnel when assigned to teach.² The American teachers appointed as provided in the Educational Law were mostly engaged in organizing and supervising schools and had little time to devote to actual classroom instruction. "Thousands of children crowded the classrooms as a result of the government's policy of attraction, and the securing of enough teachers to handle the work became necessary," reported the Philippine Commission in 1900.³ The General Superintendent of Education in his Annual Report for 1904 explained that "although at the end of the Spanish rule there were according to the Guia de Filipinas over 2,000 teachers, after the American occupation majority of them found it difficult to learn a new language and to acquire radically different methods of instruction."⁴ Promising young men and women of a

¹The Manila Freedom, August 22, 1901, p. 1. The transport, Thomas brought 540 American teachers August 21, 1901. Two months before the Thomas arrived, the transport Sheridan had brought 48 teachers in the Philippines. These were the first American civilian teachers in the Islands.

²UNESCO-Philippine Educational Foundation, *op. cit.*, Bk. III, 131; also found in The Report of the Philippine Commission, 1902, Washington, D. C.: Government Printing Office, 1903, p. 873.

³The Philippine Commission, The Report of the Philippine Commission, Vol. I, Washington, D. C.: Government Printing Office, 1900, p. 41. This Commission was appointed by the President of the United States to study conditions in the islands to aid the Government in shaping a policy with regards to future political relationships between the United States and the Philippines.

⁴Annual Report of the General Superintendent of Education for September, 1904, Manila: Bureau of Printing, 1904, p. 17.

town were organized into a teacher's class under the resident American teacher.¹ They were taught the English language and such fundamental subjects as arithmetic, geography, and history. After a few months of instruction, they were assigned as teachers, and they taught their pupils from an English primer and an English chart.² Usually they taught during the week what they themselves had learned during the week previous.

The aspirantes or apprentice teachers were generally young men who taught classes gratis (free) part of the day, and in return for their service were admitted to the teachers' class which was conducted daily by the American teacher.³ They were given special privileges such as attending teachers' institutes and being provided with books and other instructional aids, according to the report of David P. Barrows, Director of Education.⁴ The Philippine Commission found out that because a successful apprenticeship meant an appointment in the teaching service, there were many aspirantes during the early days of the public schools.⁵

A problem encountered by the early American teachers was instilling in the natives a respect for the dignity of labor.⁶ As mentioned in the preceding chapter, the Spaniards taught the object of education was to avoid manual labor, so the American teacher found the average student

¹Ibid.

²Ibid., p. 18.

³David P. Barrows, Fifth Annual Report of the Director of Education, Manila: Bureau of Printing, 1905, p. 17.

⁴Ibid.

⁵Annual Report of the Philippine Commission, 1903, Washington, D. C.: The Government Printing Office, 1904, p. 677.

⁶UNESCO-Philippine Educational Foundation, op. cit., Bk. II, 142.

did not want to soil his hands.¹ "On more than one occasion," observed one of the American teachers, "when the school gardens were laid out or vocational courses in woodwork were started the rich pupils wanted their servants to do the work for them."²

Another perplexing problem throughout Philippine history has been that of language. To make English the common language of the Filipinos had been the major objective of the Philippine school system designed by Americans since its inception in 1901. Upon the establishment of civil government³ in the Philippines, President McKinley directed the Philippine Commission to give special attention to the teaching of English language.⁴ In compliance with this instruction, the Commission enacted Act No. 74,⁵ which organized the school system and prescribed English as the medium of instruction. Since that time, critics of the school system have asserted that classes should have been conducted in Spanish or in native dialects which were spoken in the homes.⁶

¹Ibid.

²Ibid. Narrated by Frederic. S. Marquardt.

³The President of the United States appointed the Second Philippine Commission, a body empowered with the authority to establish and execute civil government in the islands. In June, 1901, the President issued an Executive order which transferred the authority exercised by military government to the president of the commission, who was invested with the authority and discretion for the administration of the Philippine government. This Commission was responsible for the insular government until 1907.

⁴Report of the Taft Philippine Commission, Washington, D. C.: Government Printing Office, 1901. The President's instructions to the Commission, April 7, 1900 is also found in the U. S. Official Gazette, Manila, January 1, 1903, p. 29.

⁵Otherwise known as the Educational Law of 1901 establishing the Philippine Public School System and providing for the training of Filipino teachers for the teaching service. United States Official Gazette, Manila, January 31, 1903, p. 32.

⁶Isidro, op. cit., p. 310.

In the Philippines there are some eighty or more groups speaking different dialects with 85 per cent of the people speaking one or another of eight major vernaculars.¹ During the Spanish time, a small percentage of the natives had learned Spanish. It was understandable that with the new occupying power, the United States, finding this great diversity in language used their own in their major effort to unify the nation. Moreover, since the expressed policy of the United States was to teach the democratic way of life among the Filipinos, it was deemed most expedient to use the English language.

Teacher education was placed under the control of the Bureau of Education. A striking characteristic of the organization of the Philippine school system of which the education of teachers is a part, is its high degree of centralization. The immediate head of this closely knit organization is the Director of Education. Joseph Ralston Hayden, one time vice governor-general and head of the department of public instruction in the islands, stated that "considering the size of the Philippine school system and the extent of his control over it, this official is the most powerful school administrator under the American flag."² The law commits the administration of the public school system and the supervision of the general school interests of the islands to the Bureau of Education, which in turn gives the Director virtually complete control over the Bureau besides a wide range of additional specific powers over the schools as a whole.³

¹UNESCO Consultative Educational Mission, Report of the UNESCO Consultative Educational Mission to the Philippines, Manila, July 28, 1949, p. 15.

²J. R. Hayden, The Philippines A Study in National Development, New York: MacMillan Co., 1947, p. 497.

³Act No. 477, October 3, 1902; Revised Administrative Code, c. 25, art. 1; c. 36, secs. 908-911.

The work of the Bureau of Education falls within two main categories: educational leadership and day to day administration. The Board of Educational Survey¹ headed by Dr. Paul Monroe in their Survey Report severely criticized the manner in which both functions were being performed. "School administration," it declared, "is dominated by clerical routine and clerical accounting and by an absence of professional leadership."² Specifically, the Board traced a great deal of the inefficiency in the work of the schools to "lack of real educational leadership in the Academic Division of the central bureau."³ The Survey Report pictured the administration. . . as producing throughout the 7,000 schools of the islands a standardization and uniformity which were destructive of efficiency and detrimental to the best interests of the teachers, students and local communities.⁴ It further declared that ". . . the development of democratic self-government was being retarded by the discouragement of educational self-government among pupils, teachers, and citizens. . . ."⁵

Curriculum, courses of study, textbooks, supplementary readers and other instructional aids, which were used uniformly throughout the school system, were patterned after American educational theories and practices by the central bureau. The American way of life was reflected

¹Acts Nos. 3162 and 3196 by the Sixth Philippine Legislature set aside P100,000 for the survey of the Philippine public schools by leading American educators. The report of the Board was published in one volume entitled A Survey of the Educational System of the Philippine Islands, Manila: Bureau of Printing, 1925.

²Ibid., p. 520.

³Ibid.

⁴Ibid., p. 48.

⁵Ibid.

in all the means used for instructing the natives. Several reasons justified this standardization and uniformity of the media of instruction, namely:

1. President McKinley's instructions to the Philippine Commission carried two definite goals as first-steps toward eventual self-government. These goals were:
 - a. to teach the democratic way of life, and
 - b. to teach the English language.
2. The use of American texts and other instructional aids were adopted because these were the only available sources of supply.
3. It was found more expedient and economical by the central bureau to disperse its actions in this manner due to the startling differences between communities in wealth and culture and the lack of qualified Filipino administrators to man the schools. And
4. Furthermore, it could also be contended that the Filipinos had been used to a highly centralized nature of government for many centuries that the authorities acted wisely in using this type of administration in the school system.

American educators however, were quick enough to alter the curriculum and the instructional aids in terms of the needs of the natives and the demands for teachers at the time.

Attempts were made by the Bureau of Education¹ to raise the educational qualifications of the Filipino teachers through in-service² teacher education. The Department of Instruction through the Bureau of Education controlled the training of Filipino teachers for the public schools in the Philippines. Before the Bureau of Education organized

¹The Bureau of Education was created by Act No. 477 passed on October 8, 1902. It was given direct control of the public schools under the Department of Public Instruction.

²In-service teacher education involves all activities, academic and non-academic, in which one participates while actively engaged in the profession.

the Insular Normal School in Manila as provided in Act No. 74, a vacation institute for teachers was started under Dr. David P. Barrows, City School Superintendent.¹ This institute was held in Manila from April 10 to May 10, 1901.² Over 600 teachers, representing nearly every province in the Philippines, were in attendance. Dr. Barrows reported that "demonstration classes under American model teachers, and classes in geography, English, and arithmetic were organized."³

The Philippine Commission of 1901 found that as the enrolment in the public schools increased, the need for teachers also increased and therefore, "emergency normals" and the "provincial institutes" were organized because the night and week-end teachers' classes could no longer supply the demand.⁴

In school divisions where teachers were urgently needed, the ordinary daily training of aspirantes was also inadequate, and small normal schools were organized and placed under the charge of American teachers.⁵ Notable among these were those held in Pampanga and Bataan. These emergency training schools, although organized solely to supply local needs, were the first regular normal schools outside of Manila. Courses of instruction in teaching were later incorporated in provincial

¹David P. Barrows, Report of the City School Superintendent to the General Superintendent of Public Instruction, May 1901, Manila: Department of Public Instruction, 1901, p. 1.

²Ibid., p. 2.

³Ibid.

⁴Report of the Philippine Commission, 1901, Washington, D. C.: Government Printing Office, 1902, p. 110.

⁵Ibid., p. 904. Provinces and chartered cities were divided into "school divisions."

high schools, as the schools offering work above that of the primary course were then called.

The "vacation institutes"¹ were held in each province for the training and instruction of the larger groups of teachers and were in session for at least four weeks during the vacation period. In these institutes the common branches were offered, and the correct method of teaching them was demonstrated.

In the summer of 1908 the Bureau of Education established the Baguio Vacation Assembly.² It was attended by more than 250 teachers, mostly principals and supervisors.³ The Bureau secured the services of noted educators and lecturers. The regular courses offered were Shakespeare's plays, under Professor W. D. MacClintock of the University of Chicago; general anthropology and general ethnology, under Professor Frederick Starr, of the same institution; genetic psychology and present day educational tendencies, under Dr. Burks, Principal of the Teacher's Training School, Albany, New York; government of the United States and contemporary problems in government under Professor Guy H. Roberts, University of California; and heredity under Dr. Bean, of the Philippine Medical.⁴ Courses were also given in Spanish under Professor Manuel Gaytero.

¹A number of teachers' vacation institutes or assemblies had been subsequently held in Manila, the last one being the Sixteenth Assembly in 1922.

²Report of the Philippine Commission, 1908, Washington, D. C.: Government Printing Office, 1909, p. 225.

³Ibid.

⁴Ibid.

In addition to the training offered in the teachers' classes and normal institutes, it was felt that some sort of advanced instruction should be given to those teachers who desired to raise their educational qualifications further without resigning from service. This instruction could not be included in the teachers' classes because the American teachers who conducted them were already overloaded with duties. With a view to providing this desired instruction the Bureau of Education organized correspondence study courses on the secondary level.¹ The courses were at first conducted by the Philippine Normal School, but in 1912 the administration was taken over by the General Office.² A year's work in a subject constituted the equivalent of a regular unit of work and was credited to the teacher toward his graduation from an established high school. Because of the heavy expense and the great amount of work involved in the administration of the correspondence study courses, the practice was discontinued in 1913 upon the recommendation of the Division Superintendents' Convention.³ About the same time the Academic Division of the General Office⁴ was organized and placed in charge of problems of academic instruction.⁵

In 1919 permission was granted, subject to some restrictions, to undergraduate teachers in the service to take the final examination in

¹Bureau of Education, Circular No. 56, s. 1907, Manila: Bureau of Education, 1907. The Correspondence courses for teachers started in 1907.

²Bureau of Education, Circular No. 27, s. 1912, Manila: Bureau of Education, 1912.

³Bureau of Education, Circular No. 56, s. 1913, Manila: Bureau of Education, 1913.

⁴The General Office was the Bureau of Education.

⁵Bureau of Education, op. cit., 1913.

secondary subjects¹ and by means of home study and instruction in Saturday classes, many teachers were able to raise their educational qualifications.

A few school divisions established night classes for teachers.² Notable among such night classes were those held in Pampanga in 1925, which were in operation for two years. Bulacan also held night schools for undergraduate teachers.

To make it possible for more teachers, particularly those of low academic attainments, to raise their educational qualifications, preliminary vacation classes were held in Ilocos Sur, Pangasinan, Palawan, and Nueva Ecija.³ Similar vacation classes on a larger scale were held in 1924. At the same time the General Office offered secondary English subjects in the Baguio Vacation Assembly with the intention of opening vacation classes in other divisions should the attempt prove successful. The ideas and experiences gained from these preliminary vacation classes crystalized into definite formulation of plans and policies for the establishment of the vacation normal school.⁴

Beginning in 1924, professional courses for elementary principals and supervisors were conducted in connection with the Baguio Vacation Assembly. Under certain conditions by special arrangement, the University

¹Bureau of Education General Instructions No. 60, s. 1919, Manila: Bureau of Education, 1919. The practice was discontinued after 1927 upon the recommendation of the Division Superintendents' Convention which urged the teachers to take leave of absence in order to finish secondary subjects.

²Bureau of Education General Instructions No. 21, s. 1921, Manila: Bureau of Education, 1921.

³Annual Report of the Director of Education, 1920, Manila: Bureau of Printing, 1921, p. 24.

⁴Annual Report of the Director of Education, 1924, Manila: Bureau of Printing, 1925, p. 36.

of the Philippines and the National University¹ had agreed to grant credits for such professional courses as administration, supervision, curriculum construction, tests and measurements beginning with the year 1927.²

Under the sponsorship and encouragement of the General Office, classes in English and a few special normal subjects were offered in Cebu, the Philippine Normal School, and Baguio.³ Similar classes were held in Zamboanga and Iloilo. Vacation classes for shop and drawing teachers were likewise held in the Philippine School of Arts and Trades, where classes in professional vocational subjects and in various subjects in shop work were conducted.

The vacation schools complemented the normal schools in their work of teacher training. The work of these in-service training schools closely paralleled those of the normal schools. Before the war, vacation normal classes were held annually in centrally located normal schools.

Records did not show any studies made to prove the effectiveness of the in-service teacher education procedure used by the Bureau of Education. However, the Director of Education in his Annual Report for the year 1916 submitted types of two evidences: first, figures indicating the attainments of Filipino teachers; and second, figures showing the number who passed the junior teacher examination.⁴

¹The National University is a privately-endowed non-sectarian institution.

²Annual Report of the Director of Education, 1928, Manila: Bureau of Printing, 1929, p. 39.

³Ibid. These were called summer classes for teachers.

⁴The junior and the senior teachers' examinations, administered by the Civil Service Commission, are used to determine the eligibility of applicants to the teaching service in the Philippines.

Perhaps no figures are more striking and more valuable, than those which indicate the rapid improvement in attainments of Filipino teachers as shown in the following table:

Year	Grade IV & Under	First to Fourth Year	Above Fourth Year
1909-10	564	2,082	0
1910-11	370	2,837	0
1911-12	178	2,855	89
1912-13	96	3,271	251
1913-14	78	5,104	341
1914-15	64	6,237	468
1915-16	36	7,790	616

There is steady progress in raising qualifications of the teaching staff. This is evidenced also by the number of Filipino teachers who passed the junior teacher examination during each of the past four years as follows:

1913.	90
1914.	66
1915.	76
1916.	127

In the civil service examination for senior teachers, which was held in June, 4 Filipinos qualified.¹

The United States Department of Interior cited the Thirty-fourth Annual Report of the Director of Education which contained the survey report of the educational qualifications of teachers of the Philippine schools as of August, 1933 follows:

Of the full staff of teachers in the elementary school, 59 per cent have completed normal school or normal classes in secondary schools; 17 per cent have completed at least 3 years of such training; 15 per cent have completed from 1 to 3 years' of college work, while 3 per cent are college graduates. This leaves approximately 6 per cent (5.64) whose qualifications are below secondary level.

Of secondary school teachers 0.67 of 1 per cent have education and training below the secondary level; 2 per cent have 1 to 3 years' of secondary training; 12 per cent are

¹Seventeenth Annual Report of the Director of Education, 1916, Manila: Bureau of Printing, 1917, pp. 12-13. The senior teacher examination was formerly used to determine eligibles among American applicants for the teaching service in the islands.

secondary school graduates; 14 per cent have 1 to 3 years' education and training on the college level; and 71.62 per cent are college graduates.¹

The official course of study for teacher education had evolved from a course in teaching included in the secondary school curriculum to a four-year normal curriculum in selected high schools by the end of 1925. In the early years of American occupation, public schools were authorized to train teachers. This training was divided between the elementary and secondary levels, but it was soon discovered that the secondary level could better meet the demands for teaching the natives at those times.

A course in teaching was included in the curriculum of the provincial secondary schools in 1903. In 1904 a normal curriculum which covered a period of two years was prescribed for the provincial secondary schools.² It included literature, history, mathematics, and sciences. In place of the language requirement found in other types of secondary curricula the theory and practice of teaching was given. This consisted of studies in methods of teaching, a comparative study of American and European systems of schools, the progress of education in the Far East, and school law and organization in the Philippines.³ Methods of teaching were taught during the first year, and the other subjects in the second year.

¹United States Department of the Interior, Public Education in the Philippine Islands, Washington, D. C.: Government Printing Office, 1935, p. 45.

²Bureau of Education Bulletin No. 7, Courses of Instruction for Public Schools of the Philippines, 1904, Manila: Bureau of Education, 1904.

³Ibid. Students who desired further training had to enter the Philippine Normal School for two years of final instruction.

In 1906 the curriculum of the provincial secondary schools was increased to four years but it was finally discontinued in 1909 upon the introduction of special curricula in the intermediate grades.¹

The rapid growth of enrolment in the public schools necessitated the appointment of more teachers.² Due to the fact that few students continued into the secondary schools, the Division Superintendents' Convention in 1909 recommended that a curriculum to prepare primary teachers be offered in the intermediate schools.³ The program consisted of the common branches: (1) agriculture and native arts, and (2) practice teaching supplemented by lectures, conferences, discussions of a professional nature.⁴ This curriculum was finally abolished in 1919 upon the re-introduction of the normal curriculum in the secondary schools.

At the beginning of the school year 1916-1917, a two-year normal curriculum was authorized in the Mountain Province and in the Nueva Viscaya provincial high schools which had incomplete secondary work. A four-year normal program was instituted in some of the other provincial high schools authorized to train teachers. The professional subjects offered consisted of industrial instruction, primary methods, drawing, music and writing, story-telling, observation and practice teaching, and a comprehensive treatment of education in the Philippines.⁵

¹Report of the Philippine Commission, 1910, Washington, D. C.: Government Printing Office, 1911, p. 3.

²Ibid.

³Ibid.

⁴Ibid.

⁵Director of Education, op. cit., 1916, p. 12.

The curriculum underwent a number of revisions before it was discontinued in 1924.¹ It was realized that the professional training derived from two years of normal instruction was inadequate to meet the needs of teaching. The curriculum was extended to four years.

The four-year normal curriculum in the provincial secondary schools was patterned after the revised courses of study in the Philippine normal schools which became effective about the same time.² This curriculum consisted of an academic program and the following professional subjects:³

<u>First Year</u>	<u>Second Year</u>
Industrial work	Reading Review grammar Geography Arithmetic Music Writing Drawing
<u>Third Year</u>	<u>Fourth Year</u>
Psychology Methods of teaching Observation and Practice teaching Child study	Child study History of education Practice teaching Review psychology Hygiene and sanitation Philippine history and government

The above type of professional program for teachers was offered in Bukidnon Normal School and in Zamboanga Normal School; while the Trinidad Agricultural High School modified this curriculum for the third and fourth years. Benigno Aldana, a noted Filipino educator, stated that "these normal schools were to supply the need for teachers in the regions

¹Revisions, in the form of shifts in the assignment of subjects, were made.

²Director of Education, op. cit., 1916, p. 12.

³B. Aldana, The Philippine Public School Curriculum, Its History and Development, Manila: Philippine Teacher's Digest, 1935, p. 135.

where they were located."¹ Prior to 1924 a course in school management was introduced in the regional normal schools.²

By the end of 1925 the secondary normal school curriculum was revised to correlate closely with the teacher's curriculum of the Philippine Normal School.³ Among the changes made in the program of the provincial secondary schools were: (1) the subject, algebra was eliminated, (2) the course, educational psychology replaced the subjects, such as general methods, general psychology, and history of education.⁴

At this time, the Bureau of Education had within the limitations of its revenues, endeavored to establish an adequate system of normal schools.⁵ This system of normal schools was comprised of: (1) the Philippine Normal School⁶ located in Manila and supported entirely from insular funds, (2) six regional normal schools, located in Ilocos Norte, Pangasinan, Albay, Iloilo, Cebu, and Zamboanga and supported partly from insular funds and partly from the provincial funds, and (3) the fourteen provincial high schools offering secondary normal courses and supported partly from provincial funds and partly from insular funds.⁷ In general, it was observed by the Bureau of Education that the enrolment in all the

¹Ibid.

²Annual Report of the Director of Education, 1922, Manila: Bureau of Printing, 1923, p. 13.

³B. Aldana, op. cit., p. 135.

⁴Ibid.

⁵Annual Report of the Director of Education, 1924, Manila: Bureau of Printing, 1925, p. 36.

⁶Formerly the Manila Normal School as provided in Act No. 74.

⁷Director of Education, op. cit., 1924, p. 36.

normal schools and courses was increasing as rapidly as the limited facilities of the schools would permit.¹

The Board of Educational Survey of 1925 stimulated the efforts toward raising the quality of teacher education in the islands. The Board in its survey of teacher education in the islands in 1925 found the urgent need for more adequate teacher training.² An examination of the facts as to training and experience of teachers showed the larger number of the pupils in the elementary schools were being taught by persons who had entered teaching service without previous teacher preparation for work they were doing.³ The Board summarized their recommendations as follows:

To place every child in Philippine schools under the care of a trained teacher is a feasible ideal.

No one shall be appointed to a teaching position who has not had the best training that the general situation allows.

The requirement of four years of training beyond the completion of the seventh grade is now a reasonable standard.

This training should be offered only to selected students.

It should be strictly professional in character.

In order that the training program may be successfully carried out in the Philippine system, the normal schools should be staffed largely by American teachers selected specifically for this work.

Adequate facilities for observation and for practice teaching should be the central feature of every normal school.

A competent person to care for the teacher training program should be provided for in the Bureau.⁴

The curriculum suggested by the Board in 1925 for the Philippine normal schools with differentiation for primary and intermediate teachers looked like this:

¹Ibid.

²The Board of Educational Survey, A Survey of the Educational System of the Philippine Islands, Manila: Bureau of Printing, 1925, p. 401.

³Ibid.

⁴Ibid., p. 439.

Students should have completed seven years of elementary education before admission. Periods are 55 minutes in the classes, allowing five minutes between classes.

First Year

First Semester

- 5- English, a skill course.
- 5- Arithmetic, materials and methods.
- 5- General science.
- 5- Observance of demonstration lessons.
- 3- Public school music.
- 2- Physical education.

Second Semester

- 5- English, a skill course.
- 5- Reading, methods course with accompanying work in phonics.
- 5- Lesson planning, and the simple educational theory underlying it.
- 5- Observation and participation.
- 3- Drawing, a skill course.
- 2- Physical education.

Second Year

First Semester

- 5- English, a skill course.
- 5- Geography, materials and methods.
- 5- Methods in teaching conversational English, language and literature.
- 5- Observation and participation and first steps in teaching.
- 3- Drawing, methods course.
- 2- Physical education.

Second Semester

- 5- English, a skill course.
- 5- Philippine history and government and methods of teaching.
- 5- Principles of teaching with psychology of learning.
- 5- Practice teaching.
- 3- Writing, skill and methods course.
- 2- Physical education.

Third Year

First Semester

- 5- English, a skill course.
- 5- Biology, preparation for work in physiology and hygiene.
- 5- School management.
- 5- Observation and participation.
- 3- Industrial work, methods or domestic art.
- 2- Physical education.

Second Semester

- 5- English, a skill course.
- 5- Educational Psychology.
- 5- Physiology, hygiene, and sanitation, materials and methods.
- 5- Participation and practice teaching.
- 3- Gardening or domestic science.
- 2- Physical education.

Fourth Year

One Semester	The Other Semester
Half-day apprentice teaching with 10 days of full day teaching.	5- Principles of education
Conferences.	5- English, a skill course.
Directed Professional reading.	5- Social science, general geography, current events, and historical background of contemporary happenings,
Required reading of selected literature.	5- Industrial education.
	3- Health supervision.
	2- Physical education. ¹

Although the Joint Educational Committee of the Philippine Legislature had charged the Board with having prosecuted their work more in the nature of an "investigation" than of a survey, the Committee was successful in stimulating action in the Philippine Legislature resulting in: (1) the creation of the Office of Private Education in the Department of Public Instruction² (2) the provision for the employment of four specialists for the Bureau of Education,³ (3) the passage of the Vocational Act appropriating P50,000 for the development of a new vocational division in the Bureau of Education and including aid to provinces for building construction, teachers' salaries, and teacher training.⁴

The Philippine Normal School⁵ and the College of Education, University of the Philippines took leadership in offering a high quality

¹Ibid., pp. 434-435. The figures indicated credit units.

²UNESCO, et al., op. cit., Bk. II, 107. This office was converted into the Division of Private Schools and Colleges under the Department of Education by the Reorganization Law of 1932 and is now known as the Bureau of Private Schools, an accrediting body for the private schools.

³Ibid., Bk. II, 77. The areas in which specialists were provided: (1) agriculture, (2) elementary, (3) teacher training, and (4) curriculum construction.

⁴Hayden, op. cit., p. 530. Also, UNESCO, op. cit., Bk. II, 77.

⁵This school was created by Act No. 74 of 1901 and was known as the Manila Normal School or the Insular Normal School.

teacher education program during 1901 to 1935. The Philippine Normal School was designed to be a four-year collegiate institution. Section 17 of Act No. 74 of the Philippine Commission gave the aim of establishing this normal school in Manila "for the education of the natives of the Islands in the science of teaching."¹

Its proposed curriculum in the beginning included:²

First Year

Oral expression
Arithmetic
Elementary geography
United States history
Music and drawing

Second Year

Reading
Arithmetic
Physical geography
Philippine history
Physiology and hygiene
Nature study

Third Year

Algebra
Political and commercial
geography
General history
Botany
Physics

Fourth Year

Geometry
United States history and civics
Zoology
Chemistry
Observation of teaching

As a result of the Monroe survey in 1925, the Board suggested that the curriculum of the Philippine Normal School be differentiated for the training of teachers for the primary and the intermediate schools.³ They further recommended that the students admitted to the Philippine Normal School should have completed at least the seven-year elementary education before admission to the school.⁴ Following these recommendations, only secondary school graduates were admitted in 1928 and the courses offered were:

¹United States Official Gazette, op. cit., p. 32. This government journal contains Act No. 74 as passed by the Philippine Commission in 1901.

²B. Aldana, op. cit., pp. 35 ff.

³The Board of Educational Survey, op. cit., p. 434.

⁴Ibid.

A two-year general curriculum for academic high school graduates;

A two-year home economics curriculum for secondary home economics graduates;

A three-year combined curriculum for graduates of the academic and home economics curricula;

A two-and-one-half home economics curriculum for graduates of the academic curriculum;

A two-year general curriculum (started in 1929) for provincial normal school graduates.¹

These types of curricula, offered beginning with the school year 1928, were in existence through the Commonwealth period.

The College of Education, the first training institution for teachers in the University of the Philippines, was created by a resolution passed by the Board of Regents on September 29, 1913, through the recommendation of Dr. Murray Bartlett, first president of the University.² This newly organized school was to undertake the last year of a three year teacher-training course. The first two years were to be undertaken by the College of Liberal Arts. Following the completion of a curriculum consisting of: (1) general and cultural courses, (2) specialized training in high school subjects, and (3) professional training in the problems of secondary education, educational administration, principles of education, history of education, psychology, and practice teaching, the students of the School of Education were awarded the High School Teacher's Certificate.³ The School of Education administration and faculty were constituted by a committee composed of the Dean of the College of Liberal Arts as chairman, the Director of Education representing the Board of

¹Director of Education, op. cit., 1925, p. 65.

²University of the Philippines, College of Education Alumni Association, 40th Anniversary of the College of Education, Manila, March 19-23, 1953. The College of Education was formerly known as the School of Education of the University.

³Ibid.

Regents and the heads of the departments of English, Mathematics, History, Physics, Zoology, and Education as members.¹

With the reorganization of the University in 1934, the second year of the College was also given to the Liberal Arts, thus making the College of Education a senior college.

Beginning with the year 1934, curricula leading to the degrees of Bachelor of Science in Education, Bachelor of Pedagogy, Bachelor of Science in Home Economics, Bachelor of Physical Education, Certificate of Teacher of Adults, and the Elementary School Teacher's Certificate were organized.² All these curricula, with the exception of the course leading to the Degree of Bachelor of Pedagogy, were taken in the College of Education only after the completion of the required two-year preparatory course in the College of Liberal Arts.³

The course leading to the Degree of Bachelor of Pedagogy was offered only to students who were graduates of the Philippine Normal School course of two years above high school.⁴ In addition, the students should have had successful teaching experience of at least one year as certified by the Bureau of Education.⁵

The curriculum leading to a certificate of Teacher of Adults was organized in anticipation of new demands for the different types of teachers under the Commonwealth and in compliance with the constitutional

¹Ibid.

²Ibid.

³Ibid.

⁴Ibid.

⁵Ibid.

mandate which directed the government to give training to its adult citizens.¹

The course leading to the Elementary School Teacher's Certificate was organized during the second semester of the school year beginning 1935. No student was admitted to the course unless he was the holder of the degree of Bachelor of Science in Education or was pursuing a course leading to that degree.²

Two vocational schools made attempts at teacher education during 1901-1935. The Philippine School of Arts and Trades and the Iloilo School of Arts and Trades began to offer technical courses on the primary level during the first few years of American occupation.³ In 1925-1926, in answer to the pressing demands for more advanced and school-trained workers in the arts and trades by the fast growing industries, the secondary trade curriculum was introduced in these schools.⁴ In 1934-1935, these two schools of arts and trades became full-pledged technical and vocational teacher-training institutions for secondary graduates.⁵

The normal schools at the beginning of the Commonwealth period had taken first-steps toward becoming professional schools. The curriculum of the normal schools at the beginning of 1935 included the ordinary academic subjects besides the following professional courses:

¹Ibid. Students who desired to teach courses in Home Economics and Physical Education were offered the curricula leading to degrees in those respective fields.

²Ibid.

³Philippine School of Arts and Trades, Questionnaire for Vocational Training Centers, Manila, 1952; Bureau of Public Schools, Bulletin of the Iloilo School of Arts and Trades, 1952-53, Manila, p. 4.

⁴Ibid.

⁵Ibid.

Third Year

Elementary educational
psychology
Principles of teaching
Observation and participation

Fourth Year

Practice teaching¹

Summary

During the period covered by the chapter the teacher education curriculum was prescribed by the Bureau of Education. Because the membership of this Bureau consisted largely of American educators who had exceptional academic backgrounds and teaching experience, the Philippine curriculum was set up largely in terms of American standards of theory and practice.

In 1925 the Board of Educational Survey made definite recommendations toward the improvement of teacher education in the Islands. The Board's proposals stimulated those institutions concerned with the training of teachers to revise their programs and their requirements for admission to their schools to the needs of the native students and teachers of the time. The revisions were in keeping with advances in theory and practice in the United States.

Provision for teacher education from 1901 to 1935 included:

- (1) the pioneer American teachers, (2) the vacation classes or institutes, (3) the normal schools, and (4) the vocational schools.

In 1935 the normal schools had taken first steps toward becoming professional institutions.

¹E. Aldana, op. cit., p. 135. The Commonwealth period began on November 15, 1935, a transitory form of government before the granting of ultimate independence as provided for in the Tydings-McDuffie Law of 1934.

Throughout the period from 1901 to 1935 there is evidence that American educators worked consistently to develop teacher education in the Philippines in keeping with the goals set forth by President McKinley and with the advances in theory and practice in the United States. Some educators in the Philippines today, notably Isidro, regard the emphasis upon English and the failure to develop a common national language as contributing to some of the problems existing in teacher education in the Islands today.

CHAPTER V

LATER DEVELOPMENT OF TEACHER EDUCATION IN THE PHILIPPINES: 1935 TO 1950

The Constitution of the Commonwealth provided for the development of a national language; and, this policy created the need for trained teachers of the Filipino National Language in all schools. The Tydings-McDuffie Law of 1934¹ provided among other things, that an adequate system of public education shall be established under the Commonwealth, primarily conducted in the English language. The Constitution of the Commonwealth, which was ratified in 1935, provided however, that the government shall take steps to develop a national language based on one of the existing native languages. Following this constitutional injunction, Commonwealth Act No. 184 was enacted creating the Institute of National Language, charged with the duty of propagating the national language and of preparing a dictionary and a grammar for the purpose. Then Executive Order No. 134, dated December 30, 1937, proclaimed Tagalog as the basis of the national language to be developed.² In accordance with Executive Order No. 263, dated April 1, 1940, the President of the Philippines ordered the teaching of the Filipino National Language in all public and private schools.³ By this new government policy the

¹It provided for a transitory form of government for ten years prior to the granting of Philippine Independence scheduled for July 4, 1946.

²Executive Order No. 134, December 30, 1937.

³Executive Order No. 263, April 1, 1940.

vernacular gained entrance into the classrooms. To make teaching functional, common expressions pertaining to good manners and right conduct, health education, character education, and citizenship training were authorized to be translated into the language of the locality.¹

The Filipino national language was introduced first in the curriculum of the high schools. In 1940-1941, it was given in the fourth year of high schools and in the teacher training schools.² It was planned to extend its teaching downward from year to year so that at the end of the four years the entire high school curriculum would prescribe one period for the language in each year.³ This plan was interrupted by the Japanese occupation in 1942-1945.

With the reorganization of the schools after liberation, the National Language was made the required subject in all the grades and years of the public and private schools. This policy created a demand for teachers of Tagalog in the schools. Teacher education institutions offered a course in the teaching of the Filipino National Language to meet the demand for trained teachers in this area.⁴

A form of in-service teacher education was used by the Japanese authorities during their occupation to indoctrinate the Filipino teacher on the tenets and principles of the "Co-prosperity Sphere." When the Japanese came the task they considered paramount was not to train additional teachers but to indoctrinate Filipino teachers with a view to make

¹Isidro, *op. cit.*, p. 316.

²*Ibid.* Commonwealth Act No. 570 declared Tagalog one of the official languages effective July 4, 1946.

³*Ibid.*

⁴Memorandum No. 33, s. 1950, Outline of the Course in National Language I of the Normal Curriculum, Manila, July 25, 1950.

them accept the tenets and principles of the "Co-prosperity Sphere." The Official Journal of the Japanese Military Administration, a collection of all the proclamations, orders, and instructions by the Commander-in-Chief of the Imperial Japanese Forces in the Philippines, contained these basic principles as follows:

Order Concerning the Basic Principles of Education
in the Philippines

In compliance with the following principles, utmost efforts should be made to renovate education in the Philippines.

- (1) To make the people understand the position of the Philippines as a member of the East Asia Co-prosperity Sphere and the share which the Philippines should take for the realization of the New Order, and thus to promote friendly relations between Japan and the Philippines to the fullest extent.
- (2) To eradicate the old idea of the reliance upon the Western nations, esp. upon the U. S. A. and Great Britain, and to foster a New Filipino Culture based on the self-consciousness of the people as Orientals.
- (3) To endeavor to elevate the morals of the people, giving up over-emphasis on materialism.
- (4) To strive for the diffusion of the Japanese Language in the Philippines and to terminate the use of English in due course.
- (5) To put importance to the diffusion of elementary education and the promotion of vocational education.
- (6) To inspire the people with the spirit of love of labour.

Commander-in-Chief of the Imperial Japanese Forces
in the Philippines.
(February 17, 1942)¹

As a first step in this indoctrination, the Tribune, a pre-war publication that was allowed to operate during the occupation to disseminate all communications from the Japanese authorities to the Filipino people, announced on September 2, 1942 the organization of institutes for teachers which aimed to give them orientation in the philosophy of the

¹Official Journal of the Japanese Military Administration, Order No. 2, Concerning Basic Principles of Education in Philippines, Vol. I, Manila: Nichi-Nichi Shimbun Sha, Inc., 1942, p. 13.

new order.¹ In these institutes teachers from both private and public schools were given a short period of training for fifteen weeks, and were taught Nippongo, the basic principles of education, Japanese and Philippine songs, and physical education.² They studied the history and geography of the various nations composing the Greater East Asia Co-prosperity Sphere and were taught that Japan was the undisputed leader of the Orient. Groups of teachers were selected from various parts of the islands to attend institutes. Practically all teachers thus trained were immediately given appointments.

In addition to the normal institutes, the Nippon Sennon Gakko (College of Nippongo) was opened on October 1, 1943,³ at the Jefferson Elementary School (renamed Silan Elementary School). The courses consisted of the regular course called "Hon Ka" and a special course called "Sensyu Ka." The former was intended for the training of secondary school teachers while the latter was for elementary teachers of Nippongo.

During the Japanese-sponsored Republic several qualifications were required of teachers. Executive Order No. 15 defined the qualifications of teachers and the requirements that they should meet.⁴ Every teacher was required to possess good moral character vouchsafed by two Filipino citizens of national reputation. The teaching profession was reserved only for those "who sincerely believe in and earnestly

¹The Tribune, Manila, September 2, 1942, p. 3.

²Ibid.

³The Sunday Tribune, Manila, October 3, 1943, p. 2.

⁴Official Journal of the Japanese Military Administration, Order No. 15, Prescribing Qualifications of Teachers. . . ., Vol. XII, Manila: Sinbun-sya, 1943, p. 1.

endeavored to help carry out the declared policies of the State."¹ All teachers in the kindergarten, secondary schools, colleges, and universities were required to secure a teacher's license before engaging in educational work. Candidates for the license were required to qualify in an examination, although Civil Service eligibility already possessed was considered the equivalent to passing of the examination for certification.²

It is noted that during the Japanese occupation, the schools, through teachers trained in the ideology of the occupying power, were made an instrument of propaganda. It seemed to be the policy of the occupying power to force their culture on the natives through teachers they had trained in the hope of eventual acceptance of the Japanese ideology by the natives. Two good results of this policy however, could be singled out: the stress on vocational education and the stimulation of nationalism³ in education. These good results have influenced to some degree the educational programs not only in teacher education but also in general education since that time.

Post-liberation was characterized by the rapid expansion of private teacher education institutions. Private schools have played a significant role in Philippine education and the Bureau of Private Schools has been responsible for the general supervision and maintenance of standards in all private institutions.

¹Ibid.

²Ibid., p. 3.

³The Committee on Education for Freedom through Nationalism during the Educators' Congress in 1951 made this basic assumption, "We believe that education for freedom through nationalism is a unifying social force directed at the development of traits and characteristics found to be desirable for improving and safeguarding the democratic way of life."

The training of teachers has been increasingly shared by the private schools. Education courses have been among the most popular offerings of the private institutions of learning. Thousands of elementary school teachers have been trained by private colleges in the regular courses as well as in the extensive summer courses.¹

Isidro, a noted educator, contended that "a distinct contribution of the private normal colleges is affording teachers already in service an opportunity to secure professional training."² He further stated that "in the city of Manila and other centers of population, private normal colleges thus afford the teachers opportunities to complete their education."³ Other educators however, had openly scorned the private schools as "disreputable diploma mills" which have been the products of Philippine social life.⁴

War for the liberation of the islands brought destruction to many school buildings. The government faced with the tremendous task of rehabilitation and speedy preparations for the independent existence of the nation was rather slow in reopening public schools to take care of the influx of students into the schools. Under private initiative, private schools began to mushroom overnight to help meet this demand. As compared to their pre-war number of 884, the UNESCO Consultative

¹A. Isidro, *op. cit.*, p. 362.

²*Ibid.*, p. 363.

³*Ibid.*

⁴*The Evening News*, Manila, August 11, 1947, p. 11; *The Sunday Times Magazine*, Manila, March 7, 1954, p. 32. The former publication had Prof. H. H. Bartlett's criticism, a visiting educator; the latter had Dean I. Panlasigui's criticism. Dr. Panlasigui is dean of the College of Education, University of the Philippines.

Educational Mission in their survey found an increase to 1,581 in 1948 and their enrolment grew from 170,000 to 325,000.¹ Some three hundred² private institutions have teacher education programs as compared to eight national teacher education institutions. The UNESCO Mission found that the poor quality of education in many private teacher training institutions was due to such causes as: "(1) the indiscriminate admission of students without proper credentials; (2) the irregular attendance, and in many cases the non-attendance, of students at classes for which they are enrolled; (3) the promotion of undeserving students to prevent their withdrawal and the consequent loss of fees; (4) the overloading of students' programs in order to shorten the period of their study; (5) facilities composed largely of part time instructors; (6) ineffective supervision; (7) the desire of owners of institutions to earn profit rather than provide the best possible service for children and youth; and (8) unethical rivalry among institutions and the political pressures incidental thereto."³ Many private teacher training institutions had been recognized by the Department of Education through its Bureau of Private Schools even though their educational programs were poor in quality.⁴ The Mission believed that "the time has arrived when there is little reason for the Department to continue to recognize private institutions that are inferior to the public institutions available to the same students."⁵ The Mission recommended in 1949:

¹UNESCO Consultative Educational Mission, op. cit., p. 50.

²Bureau of Private Schools, List of Authorized Private School Courses, Manila, June 30, 1950.

³UNESCO, op. cit., pp. 50-51.

⁴Ibid., p. 51.

⁵Ibid.

The Department of Education should strengthen and enforce national minimum requirements for the recognition of private . . . teacher training institutions, and the requirements should be as exacting as those for public institutions. Moreover, the Department should prepare and publish annually a list of recognized institutions, to include only those that meet the national minimum requirements. It is suggested, further, that credits, certificates and diplomas awarded by private institutions without such recognition be not accepted for admission or transfer to public or recognized private schools or other institutions, or for the employment of teachers.

So long as public and private institutions operate under the general direction or supervision of separate bureaus, it will continue to be difficult if not impossible to provide equality of educational opportunity. Uniform standards for public and private institutions could be maintained more easily if the Bureau of Private Schools were converted into a Bureau of Education.¹

Efforts were exerted during the years 1935 to 1950 toward the inception of the collegiate type of teacher education program for all teachers. The Director of Education in his Forty-Second Annual Report stated that "by the close of the school year 1946-1947, all pre-war normal schools and national technical schools offering the teachers' curriculum had been re-established."² But the enrolment in the teacher training curricula in these schools in 1946-1947 was only about one-half of what it had been before the war.³ A number of reasons were given by the Director of Education for this big drop in enrolment:

The first was the high cost of living in the cities and towns where our public normal schools are found. The appointment of high school graduates as emergency teachers in extension classes also served to cut down the number of those who would have otherwise enrolled in normal schools. A third and by no means inconsiderable factor in the decrease of this enrolment was the comparatively low salaries of elementary school teachers,

¹Ibid.

²Director of Education, Forty-Second Annual Report, 1946-1947, Manila: Department of Instruction, Bureau of Education, 1947, p. 11.

³Ibid.

including those who have the requisite educational qualifications and civil service eligibility. Finally, there was the factor of the phenomenal increase in the number of private normal schools in Manila as well as in the provinces, to which many high school graduates went because these private schools were either nearer their homes or had less stringent admission requirements.¹

A significant step taken for the improvement of the education of elementary school teachers was the introduction in the national teacher education institutions in July, 1946 of the new two-year general curriculum. For some time past, the conviction had been growing that the curricular offerings of the old normal school program, while they might have been adequate in pre-war years, were not in step with trends in teacher education and no longer capable of producing the type of elementary teachers which post-war conditions demanded.² In the first place, teaching in the post-war period required on the teacher's part a broader cultural foundation than the pre-war curriculum offered with its emphasis on professionalized subject matter and special methods and techniques of teaching. In addition, there was undue overlapping of subject matter in the old general normal curriculum. Because of the limited time of two years in which the elementary school teacher's preparation had to be completed, certain phases in teacher education had been neglected. Finally, it was felt that the program of normal school students under the pre-war curriculum was heavy, there being at least six different subjects to prepare every school day.³

The new curriculum was an improvement over the old curriculum because it tended to avoid the mentioned weaknesses:

¹Ibid.

²Ibid.

³Ibid., pp. 11-12.

To provide a broader cultural background, the new curriculum offers content courses in the social studies and natural science, while the English courses have been reorganized and enriched to encourage wider free reading and interest in a variety of literary forms and types. To minimize overlapping and secure greater integration, child study has been fused with educational psychology, health with physical education, and principles of teaching and observation with principles of education, while participation has become a phase of practice teaching. The special methods courses in reading, language, spelling, and writing have been fused into a course in the methods of teaching language arts, while a second course in elementary school methods now covers the special teaching techniques in arithmetic, the social studies, and elementary science. A new course in the Philippine educational system has been introduced as an orientation course in the basic philosophy and the historical development of the public school system, its organization and operation, the laws, rules, and regulations governing it, the problems and issues confronting the schools, and the professional ethics for teachers in the National Language, four semesters of work are now required. . . . Another new course, Gardening and Handicraft is also required of all normal school students regardless of sex. . . . Finally, instead of reciting in every subject forty minutes a day five times a week, students under the new curriculum meet for one hour in each course only three times a week. . . .¹

Another outstanding feature of the teacher education program as reported by the Director of Education in his Annual Report for the year 1949-1950 was off-campus practice teaching being carried on in practically all public normal schools.² Student teaching off-campus supplemented practice teaching in the training departments of the normal schools, and it enabled student teachers to have full-time, responsible teaching for a period of at least a week in a typical school where conditions approximated those in which they would work when assigned as teachers in the field.³

¹Ibid.

²Director of Education, op. cit., 1949-50, p. 37.

³Ibid.

Another significant event was the implementation of Republic Act No. 416 providing for the conversion of the Philippine Normal School into a degree-granting institution by an allotment of P180,000 in the National Appropriation's Act for 1950.¹ This enabled the Philippine Normal College to open three sections of the third year of its four-year curriculum in July, 1950. Designed primarily to train teachers for educational leadership, the college had a four-year curriculum leading to the degree of Bachelor of Science in Elementary Education. . . .²

The College of Education, University of the Philippines underwent a significant change in its curriculum in 1947 by the institution of integrated majors in lieu of the old prescription of one subject major and one minor.³ The new requirement was the answer to an educational need. It aimed "to equip the prospective teacher with a solid foundation in the subject he was to teach by broadening this field of concentration."⁴ Courses for graduate education were reorganized also in 1947. Courses leading to the degrees of Master of Arts and Master of Education were offered.⁵

A few of the national vocational teacher training institutions revised their curricula. These revised curricula enabled each graduate to have a specialized (major subject) training in one of the technical

¹Ibid.

²Ibid.

³College of Education Alumni Association, 40th Anniversary of the College of Education University of the Philippines, Manila, March 19-21, 1953.

⁴Ibid.

⁵Ibid.

courses that were offered.¹ In 1947, the Philippine School of Commerce offered commercial courses in a specialized scale.²

One of the deterring factors in the progress of agricultural education in the islands according to Arcadio Matela, president of the Central Luzon Agricultural College, the mother of agricultural schools, "is the lack of teachers who possess the technical know-how in agriculture and who have had professional courses in educational methods and techniques."³ Most teachers of agriculture were graduates of the normal, academic or agricultural high schools.⁴ Some teachers were agricultural college graduates but they have had no professional training in teaching.⁵ Teachers of agricultural education in the secondary schools were originally prepared in the College of Agriculture, University of the Philippines.⁶ But the teachers trained by the college had been very few. To remedy this alarming need of teachers of agriculture, Republic Act No. 415 of June 18, 1949 created teacher training departments in five national schools, three of which were national agricultural schools for which the sum of P500,000 was appropriated for the operation and maintenance of

¹Answers to Questionnaire for Vocational Training Centres or Technical Schools, unpublished and undated, p. 2. In 1939-1950, the Philippine School of Arts and Trades teacher training curricula included a two-year program for secondary trade graduates and a three-year program for all other secondary graduates.

²Isidro, op. cit., p. 359.

³A. Matela, "The Agricultural Education Program. . . .," The Philippine Educator, VIII, July, 1953, 39.

⁴Ibid. The Philippines is primarily an agricultural country.

⁵Ibid.

⁶The University of the Philippines, Catalogue, College of Agriculture 1952-1953, Quezon City, 1952, p. 12.

these departments.¹ Training departments for agricultural teachers for both the elementary and secondary schools were to be established in the Central Luzon Agricultural School, Baybay National Agricultural School, and the Bukidnon National Agricultural School.

Hand in hand with the efforts to improve the teacher education program in the national teacher training schools was the issuance of regulations governing the selection of students for admission to these schools by the Bureau of Education in 1947. Among the significant points of these regulations were the following:

1. The selection of students for admission to Bureau of Education normal schools, to teacher curriculum of National schools of arts and trades, and to Philippine School of Commerce shall be made through a competitive examination, which shall be held once a year and which shall be open only to applicants whose requests to take the examination are approved by the division superintendent of schools.

2. The competitive examination. . . is to be a written one. . . .

3. The division superintendent shall not approve an application to take the examination until he or the academic supervisor has interviewed the applicant personally. The principal purpose of the interview is to exclude from the examination applicants who are hard of hearing, who have conspicuous physical or facial defects, or who have such speech handicaps as stuttering, stammering, lisping. . . which are serious obstacles to teaching. Applicants who are disqualified for any of the foregoing reasons should not be permitted to take the examination.

4. Applicants who are eligible for an interview with the superintendent or the academic supervisor include members of graduating classes and graduates of any curriculum in public government-recognized private secondary schools; provided-

- a. That their scholastic standing is within the upper 50 per cent of the class in which they graduated. . . .
- b. That they have not failed in any year or subject in their secondary school work.
- c. That they are at least 16 years of age as of April according to the method of computing ages in B. E. Form 1 (School Register).²

¹Republic Act No. 415, June 18, 1949.

²Bureau of Education, Circular No. 9, s. 1947, Regulations Governing The Selection of Students for Admission to Normal Schools. . . ., Manila, March 6, 1947, pp. 1-2.

Efforts were also exerted toward improving the quality of in-service teacher education program for all teachers. The Director of Education reported that "during the school year 1946-47 five vacation normal schools offered courses on the college level: (1) at Teachers Camp, Baguio, (2) in the Philippine Normal School, Manila, (3) at Cebu City, (4) at Iloilo City, and (5) at Legaspi, Albay.¹ Professional courses for supervisors, principals, and critic teachers, and short non-credit courses in first-aid and remedial work and in home nursing were also offered at the Philippine Vacation Normal School in Manila.² In addition, the Philippine School of Arts and Trades conducted classes in its teachers' curriculum courses; while physical education classes in folk dancing, gymnastics, group games, music analysis, coaching courses in basketball and in softball and baseball, and the administration and supervision of physical education, were given in this school and its premises under the direction of the Superintendent of Physical Education of the General Office.³

A promising form of in-service education was tried out in the Philippine Normal School and in the Philippine School of Arts and Trades through the use of the summer workshop.⁴ The workshopppers worked in groups on problems which they set up for themselves. Most of these were related to ways and means of improving life in rural areas through more effective school-community collaboration.⁵ The participants went

¹Director of Education, op. cit., 1946-47, p. 13.

²Ibid.

³Ibid.

⁴Director of Education, op. cit., 1949-50, p. 37. This type of in-service teacher education was tried in the summer, 1950.

⁵Ibid.

through four weeks of this kind of in-service education experience learning by doing the basic principles and procedures of democratic group dynamics as well as the fundamental techniques of practical research.¹

The UNESCO Consultative Educational Mission in its survey study of certain aspects of education offered proposals affecting teacher education which stepped-up efforts toward achieving high quality programs in teacher education. The extent of the Mission's recommendations in teacher education covered both programs offered by private and public institutions. The recommendations for private teacher education schools were mentioned in an earlier section. Those for the public teacher education colleges follow:

Teacher Supply. It is recommended that decisive effort be made as soon as possible to provide an adequate supply of qualified elementary teachers by increasing the enrolment in existing public normal schools and establishing new provincial normal schools.

Comments.

a. Of 65,000 teachers of the nation, 35,000 are unqualified, some because they lack professional training and others because their preparation is incomplete. . . .

b. The anticipated enrolment in the elementary schools, not including Grade 7, for several years to come is about 3.8 million.

c. During the ten year period from 1929-1939, a relatively normal pre-war period, the annual teacher turnover, according to available records, was 9.3 per cent. If this rate holds for the future, more than 7,600 replacements will be needed annually.

d. A problem to be faced equally is that of finding a way to enable 35,000 emergency teachers to become qualified through vacation normal schools and Saturday classes, or to replace them with qualified teachers, to prepare at least 16,500 teachers, and to provide annual replacement of 7,600 teachers. . . .

Normal School Curriculum. It is recommended that the curriculum of the normal school be so revised that teachers may be better prepared, both in content and in method, for the modern school; and that greater emphasis, both on quality and length of time, may be placed on practice teaching.

¹Ibid.

a.

b. The revision of the two-year normal curriculum should make adequate provision for the following in the prospective teacher's preparation: (1) broad general education; (2) intimate knowledge of children and of the best methods of helping them to develop and learn; (3) competence and resourcefulness in the preparation of curriculum materials and in the use of local community resources for vitalizing and enriching the education of children; (4) knowledge of the needs, materials, and methods of fundamental and adult education; (5) knowledge of and skills in the techniques of group thinking and action; and (6) practice teaching in typical public schools. . . .

c. Student-teachers should be made ample aware of the function of a community school. . . .

d. The general curriculum of the normal schools should be revised so as to provide such training in home economics for girls, and elementary agriculture and handicrafts or practical arts for boys, as is needed to enable them to teach these subjects in the elementary grades.

e.

f. All normal school students, in addition to their preparation for elementary school teaching, should participate in some form of fundamental and adult education activities, as preparation for teaching out-of-school youth and adults.

g. In order to provide for effective practice teaching the study program of the senior year in the normal school should be so organized as to permit the release of student teachers from their lecture and other formal classes from time to time in order that they may have practice in continuous responsible teaching in typical public schools. . . .

Examinations and Qualifications. It is recommended that examinations for entrance to normal schools be conducted by an appropriate agency of the Department of Education, and that no student be admitted to any such school, public or private, or be permitted to become an emergency teacher, unless he has passed these examinations. That the qualifications of emergency teachers in elementary schools be raised through vacation normal schools and Saturday normal classes available only to them.

Public Teachers Colleges. It is recommended that the Philippine Normal School become a Teachers College. Eventually there should be established at least two more Public Teachers Colleges, thus providing one each for Luzon, the Visayas and Mindanao. . . .

Teachers for Secondary Schools. It is recommended that the degree of Bachelor of Science in Education be replaced by that of Bachelor of Education and that the curriculum for this degree for secondary school teachers be so revised that the senior year becomes wholly professional. That graduates of other four-year collegiate curricula who meet the general education requirements of the Bachelor of Education curriculum, including those in major and in minor subjects, be admitted to the senior year of the program. That graduates of the four-year collegiate agricultural, business and other professional curricula be likewise admitted to

the senior year to qualify as teachers of agricultural, business or other vocational courses in high schools.

Salaries and Retirement. It is recommended that suitable salary scales be established for the educational service and that satisfactory provision be made for retirement, in order to attract and retain more and better personnel.

Division of Teacher Education. It is recommended that a Division of Teacher Education be established to provide professional leadership in the pre-service and in-service education and training of teachers, to supervise all teacher education programs, and to perform such administrative duties in connection with teacher education programs as the Secretary of Education may direct.

Voluntary Associations. It is recommended that careful consideration be given by leaders of institutions engaged in teacher education to the advisability of voluntarily organizing their institutions either on a single association or to three or more associations, as a further means of improving teacher education.¹

Summary

During the Commonwealth period great strides were made to develop the type of program for Filipino teachers to meet the needs of the changing governmental rule. Japanese authorities in 1942, through in-service teacher education, indoctrinated the Filipino teachers on the tenets and principles of the "Co-prosperity Sphere." Liberation, with consequent independence in 1946, created a rising demand for teacher education. It was imperative to train teachers in large numbers to meet the rush of students to the schools. In the process, some private teacher education institutions degenerated into so-called "diploma mills." At the close of this period, the problem in teacher education was one of preparation of a sufficient number of qualified teachers for the Philippine schools.

¹UNESCO Consultative Educational Mission, op. cit., pp. 36-47.

CHAPTER VI

THE PRESENT STATUS OF TEACHER EDUCATION IN THE PHILIPPINES: 1951 TO 1955

The national teacher education institutions in the Philippines are well under way toward providing a four-year collegiate type program for all teachers. The Joint Congressional Committee on Education, created by Concurrent Resolution No. 35 of the Congress of the Philippines which was charged with the duty to study the present educational system and consider amending the same, submitted its published report to the Congress of the Philippines and to the people in 1951.

The Filipino legislators and educators, had the firm belief that "the Philippine educational system, although the handiwork of American educators, could not truly be infused with the true soul of the Filipino and thus, make such a system responsive to his aspirations and expressive of his genius unless the Filipinos shape such a system themselves."¹ They felt that this congressional inquiry on education was imperative. Although the procedures² used in the study by this Committee differed

¹Joint Congressional Committee on Education to the Congress, Improving the Philippine Educational System, Manila: Bureau of Printing, p. 5. The legislators referred to were educators who were members of the Philippine Congress.

²The study was characterized by two features: (1) The people were to be asked in a series of hearings and forums to express their views on the existing system and what they wanted done about it; (2) Experts were to be employed to help the Committee in gathering data and in formulating recommendations that were to be used as a basis for legislation on desirable changes to be made in the system.

from the ones used by the UNESCO Consultative Educational Mission, both concurred with regards to their findings and recommendations on teacher education. Following these studies, impetus toward a four-year collegiate type program was set in motion in the teacher education institutions.

At present, the national teacher education institutions have developed a four-year collegiate type program. The first year collegiate classes in training teachers of agriculture was opened on July 9, 1951 in the Central Luzon Agricultural College. Currently, the professional education given to students of this college are: introduction to education, educational psychology, principles of vocational education, principles of guidance, tests and measurements, administration and supervision of school and home gardening and agricultural clubs in elementary schools, administration and supervision of school and home projects in secondary schools, methods of teaching vocational agriculture, methods of teaching elementary agriculture, agricultural school administration and supervision, rural sociology and rural education, and observation and practice teaching.¹

A unique feature of the Central Luzon Agricultural College curriculum is the requirement of a practicum. It consists of actual work experience in shops, poultry and pig raising, rice farming, vegetable growing, fruit growing, onion culture, and raising such field crops as sugar cane, corn, camote, etc.² The ideas, theories, and

¹A. Matela, "The Agricultural Education Program in the Philippines," op. cit., p. 41.

²Ibid.

principles learned in the classroom are put into practice in the field during the two-hour period for practicum.¹ Learning by doing and the development of desirable skills are the results. The value and dignity of work is emphasized.

The Bureau of Public Schools issued Circular No. 21 on September 28, 1951 to all the national schools of arts and trades instructing these schools to offer the Bureau's prescribed four-year teacher of arts and trades curriculum.² At the present time, the professional education given to the students of these schools as prescribed by the Bureau are: introductory sociology, child psychology, growth and development, art education, industrial sociology, educational psychology, principles and methods of arts and trades, measurements and evaluation in industrial education, development of industrial education with emphasis on the Philippines, principles of vocational education, observation, participation and practice teaching, educational sociology, educational and vocational guidance, audio-visual education, administration and supervision of trade and industrial education.³ With the operation of the four year curriculum, the Philippine School of Arts and Trades, the mother of arts and trades schools, has reorganized its set-up into two distinct promotional departments: the Teacher Education Department and

¹Ibid.

²Bureau of Public Schools, Circular No. 21, s. 1951, Four-Year Teacher of Arts and Trades Curriculum, Manila, September 28, 1951.

³Ibid.

the Technical Education Department.¹ This step gives significance to the professional courses in educational methods and techniques which contribute to the training of a teacher in the arts and trades area.

Another circular issued by the Bureau of Public Schools on April 24, 1952 instructed three normal schools, namely: the Albay Normal School, the Cebu Normal School, and the Ilocos Norte Normal School, to offer the Bureau's prescribed four-year elementary teacher curriculum.² Significant features of the currently prescribed curriculum include courses in: child growth and development, art crafts, the community schools, Philippine culture and social life, guidance and counseling, and practice teaching.³ This curriculum shows an attempt to incorporate the recommendations of the UNESCO Mission and the Joint Congressional Committee on Education.

The Bureau of Public Schools has also encouraged the greater use of off-campus cooperating schools as laboratories for the study of children and of effective teaching techniques by all the national teacher education institutions.⁴

The conversion of the Pangasinan Normal School into the Philippine Community School Training Center on July 11, 1953 has set the pace in the training of community teachers and community leaders for the country. The project has stressed cultural growth especially during

¹Philippine School of Arts and Trades, op. cit., p. 2.

²Bureau of Public Schools, Circular No. 10, s. 1952, Four-Year Elementary Teacher Curriculum, Manila, April 24, 1952.

³Ibid.

⁴Bureau of Public Schools, Memorandum No. 54, s. 1952, Program of the Bureau of Public Schools for the School Year 1952-1953, Manila, August 20, 1952.

the first two years of the student's stay in campus, experience in community service work, experience in productive community enterprises, and off-campus internship teaching, a change to exercise community leadership.¹ This project is a four-year college type program, preparing teachers for the elementary schools.

The College of Education, University of the Philippines has extended its program to include a course in guidance and counseling, courses in speech improvement with the organization of a speech laboratory. For experience in the study of child psychology, a nursery has been maintained.²

In an interview by the writer with Superintendent of Teacher Education, Manuel Escarilla, he stated that "most of the national schools, if not all, have their plans set toward offering the four-year collegiate type program for all teachers."³

The Public School Salary Act of 1953 was an attempt to attract and retain better quality of teachers in the schools. This Act, which was approved May 1, 1953, was a result of the studies by the UNESCO Mission, the Joint Congressional Committee in 1949, and the UNESCO Follow-Up Mission⁴ in 1952 recommending suitable salary scales for the educational personnel.

¹F. Abitona, "The Pangasinan Normal School, Its Role in the Training for Community Leadership," *The Philippine Educator*, VIII, December, 1953, 50-52. The author is principal of the Pangasinan Normal School.

²The University of the Philippines, *op. cit.*, p. 3.

³Statement by Manuel Escarilla, during a personal interview. Mr. Escarilla was attending a Superintendents' workshop on the planning of a Ph.D. program in education to be started at the College of Education, University of the Philippines.

⁴The UNESCO Follow-Up Mission, with J. C. Morrison as technical adviser, worked out A Proposed Foundation Program for Financing Public Schools in the Philippines in 1952.

Sec. 6. For schools which are far and/or isolated and which do not attract qualified applicants to teach therein, the Director of Public Schools may give qualified teachers coming from other divisions and entrance salary one rate higher than the minimum provided in this Act for the position.

Sec. 8. No reduction in salary shall be made for school personnel who will be receiving at the time of the approval of this Act salaries higher than the rates prescribed therein.¹

The fight against the existence of sub-standard teacher education institutions by the Philippine Government, the Filipino teaching profession, and the Filipino public is under way. The Congress of the Republic of the Philippines has introduced legislative acts curbing the teacher education schools with low academic standards:

H. No. 290, An Act Transferring the Power of Supervision and Control Over Private Schools and Colleges Heretofore Vested in the Department of Education and the Bureau of Private Schools to the Supreme Court of the Philippines.... Introduced by Congressman Honrado.

H. No. 986, An Act Creating A Board of Education, Defining its Powers, Functions, and Duties, and Authorizing the Appropriation of Funds Therefore.... Introduced by Congressman Requisa.

The latter mentioned Act No. 986 was passed and put into functional operation last year, with Undersecretary of Education Martin Aguilar, Jr., Director of the Bureau of Public Schools' Venancio Trinidad, Assistant, Directors of the Bureau of Public Schools' Benigno Aldana and Pedro Guiang, and Secretary of Education Hernandez as the leaders among the fifteen members of the National Board of Education.² The Board shall "formulate, implement and enforce general objectives and policies, coordinate the offerings, activities and functions of all educational

¹Republic Act. No. 842, An Act Providing For Compensation and Automatic Salary Increases for Public School Officials, Teachers... of the Government of the Philippines, May 1, 1953.

²The Editor, "The Program," The Philippine Educator, X, September, 1954, 3.

institutions in the country" with a view to accomplishing an integrated, nationalistic and democracy-inspired educational system in the Philippines.¹

The Bureau of Private Schools has put a tighter reign on the sub-standard teacher education institutions. Lists of institutions that have not met the educational standards set by the Bureau are published in the daily papers from time to time so the public may be informed and thus, withdraw their support from such schools. The Bureau of Public Schools has issued a circular giving preference to graduates of the four-year elementary teacher curriculum of recognized schools with regards to appointment to the elementary teaching positions.² In reply to a question concerning what his division is doing to eradicate the substandard teacher training institutions, Superintendent Manuel Escarilla said that "the requirement of eligibility through the civil service examination for the graduate of a private teacher education institution is a 'must' which he hopes in time will discourage poor quality products from entering the service."³

Foremost Philippine educators have from time to time written articles in the daily papers deploring the existence of these schools. Dr. Luther Bewley, educational advisor to President Quirino of the Philippines has called for "better quality of education and this quality is dependent upon the intelligence and knowledge of each citizen..."⁴

¹Ibid.

²Bureau of Public Schools, Circular No. 10, s. 1952, op. cit., pp. 1-2. This instruction went into effect in 1953-54.

³Statement by Manuel Escarilla, personal interview.

⁴L. Bewley, "Bewley Urges Better Quality of Education," The Daily Mirror, Manila, September 13, 1949, p. 7.

Dean Isidoro Panlasigui, College of Education, University of the Philippines has cautioned that "the education these schools offer can not be higher in quality than what the people want and appreciate."¹ He further stated that "if some private schools confer diplomas of questionable quality, it is not entirely their fault; the people and the government are as much to blame."²

The Bureau of Public Schools' study of the problem of teacher supply and demand in the elementary grades showed conclusive results that the supply has so far outstripped the demand. Outstanding conclusions of the study are:

1. That the private normal schools have been producing seven times as many graduates as the public normal schools, their average rate of increase per year being 13.7 times that of the public normal school....

2. That of the normal school graduates who took the Bureau of Public Schools' teacher selection test, 48.31 per cent passed the test.

3. That approximately 27,165 public and private normal school students will probably graduate in April 1952, and 20,652 in April 1953.

4. That of the 12,383 candidates who qualified in the Bureau of Public Schools examination given in May, 1951, 5,947, or 48.02 per cent, could not be employed because of lack of vacancies in the public elementary schools. These, too, will be eligible for appointment.

5. That the problem of teacher supply involves the question of proper distribution of available qualified candidates among the different school divisions.

6. That during the last two school years (1949-1950 and 1950 - 1951), an average of 15,633 former elementary school teachers returned to the public teaching service in the elementary grades.

7. That during a four-year period (from 1946-1947 to 1949-1950), an average of 62,887 elementary classroom teachers, or 48.48 per cent, were of substandard professional preparation.... In the public elementary schools, at the end of the school year 1950-1951, the approximate number of substandard elementary classroom teachers was 17,506,

¹Panlasigui, "The Scourge of Our Diploma Mills," op. cit., p. 31.

²Ibid.

which, when added to 404 substandard elementary classroom teachers in the private schools, would give a total of 18,000 substandard elementary classroom teachers in the entire Philippines.

8. That of the 18,000 substandard classroom teachers, 6,879, were new Civil Service eligibles, thus leaving only 11,121 teaching positions at present occupied by substandard teachers who are subject to replacement by qualified applicants.

9. That every year there was an average of 2,569 elementary classroom teachers leaving the service.

10. That there was no unfilled teaching position in the public elementary schools every year.

11. That, on the average, a total of 6,141 additional elementary classroom teachers would be needed to take care of additional new pupils every year under the present set-up in the public schools, and that, including the private elementary schools, a total of 6,719 elementary teachers would have to be employed to take charge of the new extension classes.

12. That if the two-session plan in the primary grades and the 3-2 plan in Grades V and VI were to be fully put into operation in both public and private schools, a total of 22,728 additional teachers would constitute the total teacher demand to take care of the new pupils, the positions occupied by nonprofessionally qualified teachers, the number of unfilled vacancies, and the annual turnover.

13. That under the present set-up, there is a great imbalance between teacher supply and teacher demand in both public and private elementary schools; and that even through the restoration of the two-session plan in the primary grades, the 3-2 or 5-3 plan in Grades V and VI, and Grade VII in the intermediate grades, a balance between the two factors cannot be approximated.¹

Thus we find that while the problem in the first few years after liberation was the shortage of professionally qualified elementary school teachers, the situation has been reversed. The ideal situation is that in which a proper balance exists between teacher supply and teacher demand.²

The Philippine Public School Teachers' Association is working for improved teacher education. This organization has sought to stimulate greater interest in the problems facing the teaching profession in the Philippines. On the sixth year of its existence, the Executive Secretary-Treasurer of the PPSTA in 1953 took stock and assessed the Association's

¹Bureau of Public Schools, Bulletin No. 13, s. 1952, The Problem of Teacher Supply and Demand in the Elementary Grades, April 2, 1952.

²Ibid.

possibilities for the future in an editorial in The Philippine Educator, July issue of that same year:

1. It has great potentialities for helping secure for Filipino children and youth a better educational system. They are in good position to agitate for changes that would improve the system.

2. The PPSTA's next most important job is to work for better working conditions for the teaching personnel. The latest achievement in this regard with all forces cooperating with the teachers themselves has been the approval of a revision of Act 312, the new law Republic Act No. 842 known as the The Public School Salary Act of 1953.

3. The PPSTA has the opportunity to work out with other professional associations of the world the kind of education that secures freedom and peace for mankind. Our affiliations with the World Confederation of Organizations of the Teaching Profession, our connection with UNESCO, and our membership in the United Nations Association of the Philippines have placed the PPSTA in a position to participate in discussions that would help bring about international understanding of the kind of education needed to secure freedom and peace for peoples of the world.

4. The PPSTA has the potentialities of being recognized as the entity to implement educational policy.

5. The PPSTA has served to help democratize the administration and supervision of the public school system.

6. The members of the PPSTA can look forward to a more important role in the dissemination of information and the development of public opinion favorable to school reform and school policy. The community school has so far advanced in its contact with the people that it can be propelled anytime now to play an important role in this regard.¹

Summary

In 1951, the problem in teacher education was still that of preparing a sufficient number of qualified teachers for the Philippine schools. Very soon after that year the demand was met so far as numbers were concerned but many persons continued to teach who were not qualified either in terms of Civil Service standards or formal education. In addition, both standard and substandard schools continued to produce

¹The Editor, "Looking Forward Through the Years," The Philippine Educator, VIII, July, 1953, 2-4.

teachers to compete for the limited number of positions available. This has resulted in an oversupply of qualified teachers at the same time that many positions are filled by substandard instructors.

Realizing the problem of teacher supply, the Congress of the Philippines requested UNESCO and other agencies to make survey studies of the educational system and of the teaching profession. These studies encouraged the development of a four-year collegiate type program in national teacher education institutions.

Experiments are under way in a few of these institutions to determine the types of program best suited to meet the problem¹ of the communities where these schools are situated.

In 1955, the existing imbalance between teacher supply and teacher demand is still a current problem which the Philippine Republic faces.

¹The outstanding problem in most communities, in the Philippines, is the raising of the standard of living of the unprivileged millions. Other problems vital to the Filipinos, which may vary from community to community, are: (1) the eradication of illiteracy such as active participation in the fundamental and adult education programs, (2) the improvement of health, (3) the profitable use of labor, (4) the training of an increasing number of individuals in personal competence.

CHAPTER VII

SUMMARY AND IMPLICATIONS

This study has revealed an increasing interest in the education of Filipino teachers. The Philippine Government and the Filipino educators, supported by the Filipino people, have taken definite steps to secure a more adequate teaching profession and make a more intelligent use of the available supply.

The present oversupply of certified teachers offers the opportunity to raise the level of preparation of teachers. The following steps have been taken:

- (1) The Philippine Congress has approved the restoration of grade seven in the elementary schools. This step has created additional teaching positions which can be filled from the highest qualified persons among the trained personnel without teaching positions. Many of these have superior training to many in positions at the present time.
- (2) The Philippine Government, with the cooperation of the United States Government, has undertaken a definite program for improving the four-year program of education of teachers in the eight regional national teacher education institutions and in the Philippine Normal College. Many of the two-year normal program graduates

are seeking to complete the four-year program in these teacher education institutions as a means of securing advantage in the competitive situation.

- (3) Many superintendents of provinces are hiring only graduates of the four-year teacher's curriculum of the eight regional national teacher education institutions or of the accredited teacher education institutions supervised by the Bureau of Private Schools.

More evidence is needed concerning the effectiveness of procedures used to raise the qualifications of teachers:

- (1) How effective are the certification requirements set by the Philippine Department of Education in retaining the best people in the Filipino teaching profession?
- (2) How effective are the methods of selection used, such as an age limit of 16 years, interview techniques, and entrance tests, in securing the highest quality candidates for the Filipino teaching profession?
- (3) How effective is the required in-service education of teachers in raising the professional standards of Filipino teachers?

This investigation into the history of teacher education in the Philippines suggests that the following national issues must be dealt with in teacher education in the Philippines: (1) language, (2) nationalism, (3) economic competence, and (4) religious instruction.

Language. The multiplicity of languages in common use in the Philippines has resulted in the inclusion of 4 years of English, 2 years of Spanish, and 2 years of Tagalog in the curriculum for the prospective teacher. If the Philippine Government passes legislation requiring the use of dialects in the schools, a change in the language requirements in the basic courses of the teacher education curriculum may result. If this takes place, those concerned with teacher education will be forced to face certain fundamental questions. Shall this study of dialects be added to the existing language requirements? Shall the existing language requirements be lessened so that the inclusion of dialects does not make a curriculum top-heavy in language study? What effect will a change in the language requirements have upon the remainder of the basic professional program?

The study of the development of the Philippine educational system reveals a strong American influence. This naturally resulted in the English language occupying a prominent place in the curriculum of teacher education. In the opinion of the writer, in view of the efforts of the Philippine Government toward the Filipinization of the educational system, it is recommended that the emphasis given to foreign languages be decreased.

Nationalism. The study of teacher education in the different periods of Philippine history reveals that it has reflected the type of nationalism being fostered by the power in control at any particular time. Under the Spanish regime, this resulted in the teaching of the Catholic Doctrine, the Spanish language, and the Spanish customs. During the Revolutionary Government, the Filipinos struggled for popular instruction based on the national sentiments of the revolutionary leaders.

Throughout the occupation of the Islands by the United States, teacher education was designed to further the type of nationalism desired by that power.

In the Philippines today there is another surge of nationalism. The Committee on Education for Freedom Through Nationalism, composed of legislators and educators, has recommended to the Philippine Government that the schools utilize strictly Philippine resources; namely, teachers, texts, materials, local problems, and give emphasis to distinctly Filipino traits, customs, and traditions to prepare Filipino youth for a life that is native rather than foreign. The indications are that teacher education will support this movement. Certain questions are raised:

- (1) Can the curriculum for teacher education be developed solely out of Philippine resources which perhaps are not sufficient or available?
- (2) Is there a common core of distinctly Filipino traits and customs in a country characterized by diversity of language, origin, beliefs?
- (3) To whom shall fall the responsibility for identifying this common core of traits and values?
- (4) What is the task of the leadership of teacher education?

In order that teacher education may exert leadership in the new movement toward nationalism, it is recommended that it assist in identifying the common core of trait and values of the Filipino people.

Economic competence. Filipino educators and leaders know that the main impediment to freedom in Southeast Asia, of which the Philippine Republic is a part, is poverty on the one hand and concentrated wealth

on the other. The current Philippine Government has embarked upon a program of "rural upliftment" to overcome the great difference between the two economic levels of the populace. The recent action of the Government appropriating funds for the expansion of the vocational-type schools that train teachers raises these questions:

- (1) What shall be included in the curriculum of the public schools to aid in the Government's program for the economic amelioration of the masses?
- (2) What shall be the content of the curriculum of these vocational schools?
- (3) Shall teacher education seek to improve techniques of the occupation peculiar to the locality? Shall it work for more mass production? Shall teacher education concentrate merely on the teaching of handicrafts and simple agricultural techniques for all Filipino children?

Religious instruction. Teacher education has been affected by the new civil code of the Philippines which was passed to provide religious training in the public schools. Since there is no provision in the law for its implementation, teacher education faces the following problems in this area:

- (1) What kind of religious education shall be taught in the schools?
- (2) Shall the curriculum of the prospective teachers provide for religious education so they may assume this task?

In the future, it is up to the Filipino teachers to accept the challenge of advanced education. They will need scholarship as well as

technical know-how in order to solve these issues. In seeking solutions to these issues, it is suggested that caution and discrimination be widely exercised before a final decision to adopt any particular measure is made. The necessary decisions will test the genius of the Filipino people.

BIBLIOGRAPHY

Books

- Aldana, Benigno. The Philippine Public School Curriculum. Manila: Philippine Teacher's Digest, 1935.
- Alzona, Encarnacion. A History of Education in the Philippines 1565-1930. Manila: U.P. Press, 1932.
- Barrantes, Vicente. La Instrucción Primaria en Filipinas. Manila, 1839.
- Bazaco, Evergisto. History of Education in the Philippines. Manila: U. S. T. Press, 1939.
- Blair, E. and Robertson, J. The Philippine Islands 1493-1898. 55 vols. Cleveland: Arthur Clark Co., 1904.
- Blumentritt, Ferdinand. The Philippines Their People and Political Conditions. Trans. David J. Doherty. Chicago: Donohue Brothers, 1900.
- Catapang, Vicente. The Development and the Present Status of Education in Philippine Islands. Boston: The Stratford Co., 1926.
- Galang, Zoilo. Encyclopedia of the Philippines. 5 vols. Manila: P. Vera and Sons Co., 1935.
- Hayden, J. R. The Philippines A Study in National Development. New York: MacMillan Co., 1947.
- Isidro, Antonio. The Philippine Educational System. Manila: Bookman Co., 1949.
- Kalaw, Maximo. The Present Government of the Philippines. Manila, 1921.
- _____. Self-Government in the Philippines. New York: The Century Co., 1919.
- Kent, Sherman. Writing History. New York: F. S. Crofts and Co., 1941.
- Langlois, Ch. V. and Seignobos, Ch. Introduction to the Study of History. New York: Henry Holt and Co., 1926.
- Laya, Juan. Little Democracies. Manila: Inang Wilka Publishing Co., 1951.

- Malcolm, George. The Commonwealth of the Philippines. New York: D. Appleton-Century Co., 1936.
- Morga, Antonio de. History of the Philippine Islands. 2 vols. Trans. E. H. Blair and J. A. Robertson. Cleveland: The Arthur H. Clark Co., 1907.
- Osias, Camilo. Education in the Philippine Islands Under the Spanish Regime. Manila: Philippine Education Co., Inc., 1917.
- Perez, Gilbert. From the Transport Thomas to Sto. Thomas. Manila: undated.
- UNESCO-Philippine Educational Foundation. Fifty Years of Education for Freedom 1901-1951. 6 bks. Manila: National Printing Co., Inc., 1953.

Public Documents

- Act No. 74, January 21, 1901. "Educational Law of 1901."
- Act No. 4007, December 5, 1932. "Reorganization Act of 1932."
- Constitution of the Philippines, Article XIV, Sec. 5.
- Executive Order No. 134, December 30, 1937. "Tagalog as the Basis of the National Language to be Developed."
- Official Journal of the Japanese Military Administration. Order No. 2, "Concerning Basic Principles of Education in the Philippines." Vol. I (1942). Manila: Nichi-Nichi Shimbun Sha, Inc., 1942.
- _____. Order No. 15, "Prescribing Qualifications of Teachers." Vol. XII (1943). Manila: Simbun-sya, 1943.
- Republic Act No. 415, June 18, 1949. "Creating Teacher Training Departments in Five National Schools."
- Republic Act No. 416, June 18, 1949. "Law to Convert the Present Philippine Normal School to a Normal College of the Philippines"
- Republic Act No. 842, May 1, 1953. "An Act Providing for Compensation and Automatic Salary Increases for Public School Officials, Teachers. . . ."
- United States Department of Interior. Public Education in the Philippine Islands. Washington: Government Printing Office, 1935.

Reports

- Board of Educational Survey. A Survey of the Educational System of the Philippine Islands. Manila: Bureau of Printing, 1925.
- City School Superintendent. Report of the City School Superintendent to the General Superintendent of Public Instruction, May, 1901. Manila: Dept. of Public Instruction, 1901.
- Director of Education. Annual Reports of the Director of Education for the Years 1905-1939; 1946-1950. Manila: Bureau of Printing, 1905-1939; 1946-1950.
- General Superintendent of Education. Annual Report of the General Superintendent of Education for September, 1904. Manila: Bureau of Printing, 1904.
- Joint Congressional Committee on Education to the Congress. Improving the Philippine Educational System. Manila: Bureau of Printing, 1951.
- Philippine Commission. The Report of the Philippine Commission. 4 vols. Washington: Government Printing Office, 1900.
- _____. The Report of the Philippine Commission, 1902. Washington: Government Printing Office, 1903.
- Taft Philippine Commission. The Report of the Taft Philippine Commission. Washington: Government Printing Office, 1901.
- UNESCO Consultative Educational Mission. Report of the UNESCO Consultative Educational Mission to the Philippines. Manila, July 28, 1949.
- UNESCO Follow-Up Mission. A Proposed Foundation Program for Financing Public Schools in the Philippines. Manila, March 5, 1952.

Bulletins, Circulars, and Memoranda

- Bureau of Education. Bulletin No. 7. "Course of Instruction for Public Schools in the Philippines, 1904." Manila: Bureau of Education, 1904.
- _____. Circular No. 9, s. 1947. "Regulations Governing Selection of Students for Admission to Normal Schools. . . ." Manila: Bureau of Education, March 6, 1947.
- Bureau of Private Schools. List of Authorized Private School Courses as of June 30, 1950. Manila: Bureau of Private Schools, June 30, 1950.

Bureau of Public Schools. Memorandum No. 33, s. 1950. "Outline of the Course in National Language I of the Normal Curriculum." Manila: Bureau of Public Schools, July 25, 1950.

_____. Circular No. 21, s. 1951. "Four-Year Teacher of Arts and Trades Curriculum." Manila: Bureau of Public Schools, September 28, 1951.

_____. Circular No. 10, s. 1952. "Four-Year Elementary Teacher's Curriculum." Manila: Bureau of Public Schools. April 24, 1952.

_____. Memorandum No. 54, s. 1952. "Program of the Bureau of Public Schools for the School Year 1952-53." Manila: Bureau of Public Schools, August 20, 1952.

_____. Bulletin of the Iloilo School of Arts and Trades, 1952-53. Manila: Bureau of Public Schools, 1953.

_____. Bulletin No. 13, s. 1952. "The Problem of Teacher Supply and Demand in the Elementary Grades." Manila: Bureau of Public Schools, April 2, 1952.

Announcements

University of the Philippines, College of Education Alumni Association. 40th Anniversary of the College of Education. Manila, March 19-23, 1953.

University of the Philippines. Catalogue, College of Agriculture 1952-53. Quezon City, 1952.

Periodicals

Abitona, F. "The Pangasinan Normal School. . . ." The Philippine Educator, VIII (December, 1953), 50-52.

Apostol, Fidel. "What We Most Need to Improve Our System of Education," The Philippine Educator, IX (January, 1955), 44-48.

Bewley, L. "Bewley Urges Better Quality of Education," The Daily Mirror (Manila), September 13, 1949, p. 7.

Evening News (Manila), August 11, 1947.

Gillet, A. Nicholas. "Training Teachers for Community Schools," The Philippine Educator, IX (January, 1955), 12-14.

Manila Chronicle (Manila), December 12, 1951.

Manila Freedom (Manila), August 22, 1901.

Matela, A. "The Agricultural Education Program in the Philippines," The Philippine Educator, VIII (July, 1953), 39.

Orata, Pedro T. "Education for Better Barrio Living," The Philippine Educator, VIII (June, 1953), 8-9.

_____. "Education for Better Barrio Living," The Philippine Educator, VIII (August, 1953), 4-8.

_____. "Education for Better Barrio Living," The Philippine Educator, VIII (November, 1953), 10-13.

_____. "Religious Instruction: Education vs. Indoctrination," The Philippine Educator, VIII (July, 1953), 51-52.

Panlasigui, I. "The Scourge of Our Diploma Mills," Sunday Times (Manila), March 7, 1954, p. 31.

Sunday Tribune (Manila), October 3, 1943.

The Editor. "Looking Forward Through the Years," The Philippine Educator, VIII (July, 1953), 2-4.

_____. "The Program," The Philippine Educator, I (September, 1954), 3.

Tribune (Manila), September 2, 1942.

Unpublished Material

Philippine School of Arts and Trades. Questionnaire for Vocational Training Centers. Manila, 1952.

APPENDIX A

PRIMER CONGRESO DE LA REPUBLICA)
DE FILIPINAS)
CUARTO PERIODO DE SESIONES)

C. R. NO. 2825

LEY NO. 416 DE LA REPUBLICA)

LEY PARA CONVERTIR LA PRESENTE ESCUELA NORMAL DE FILIPINAS EN COLEGIO
NORMAL DE FILIPINAS, CONFERIR LOS GRADOS DE BACHILLER EN CIENCIAS
EN EDUCACION ELEMENTAL Y MAESTRO EN ARTES EN EDUCACION, PROVEER
A UNA JUNTA DE FIDEICOMISARIOS, DEFINIR LAS RESPONSABILIDADES Y
DEBERES DE LA JUNTA, DAR INSTRUCCION PROFESIONAL Y TECNICA, Y
PARA OTROS FINES.

El Senado y la Camara de Representantes de Filipinas constituidos en
Congreso decretan:

ARTICULO 1. Por la presente se convierte la actual Escuela
Normal de Filipinas, situada en la Ciudad de Manila, Filipinas, en Colegio
Normal de Filipinas, el cual ofrecera no solamente sus actuales planes
de ensenanza general de dos anos y combinado de tres anos sino tambien
cursos de cuatro y de cinco anos para la obtencion de los grados de
Bachiller en Ciencias en Educacion Elemental y Maestro en Artes en
Educacion, respectivamente.

ART. 2. El objeto del citado colegio sera dar instruccion profesional, tecnica y especial para fines especiales y una direccion progresive en el terreno de la educacion elemental.

ART. 3. El jefe de esta institucion se denominara Presidente del Colegio Normal de Filipinas. Sera nombrado por el Presidente de Filipinas a propuesta de la Junta de Fideicomisarios. Las facultades y deberes del Presidente del Colegio, ademas de los que se prescriben expresamente en esta Ley, seran los que ordinariamente pertenezcan al cargo de presidente de un colegio.

ART. 4. La direccion del citado colegio queda por la presente investida en una Junta de Fideicomisarios del Colegio Normal de Filipinas. La Junta de Fideicomisarios se compandrá del Secretario de Educacion, que sera el Presidente ex officio de la Junta, el Presidente del Comité de Educacion del Senado, el Presidente del Comité de Educacion de la Camara de Representantes, el Director de Escuelas Publicas, el Presidente del Colegio y el Presidente de la Asociacion de Ex-alumnos de la Escuela Normal de Filipinas.

Los miembros de la Junta prestaran servicio sin remuneracion, pero se les pagaran los gastos verdaderos y necesarios en que incurran ya sea por la asistencia a las sesiones de la Junta o por otros asuntos oficiales autorizados por acuerdo de la Junta.

ART. 5. La Junta de Fideicomisarios tendra las siguientes facultades y deberes, ademas de sus facultades generales administrativas:

(a) Recibir y consignar para los fines expresados por la ley las cantidades que se dispongan por ley para el sostenimiento del Colegio;

(b) Conferir los grados de Bachiller en Ciencias en Educacion Elemental y Maestro en Artes en Educacion a los candidatos para la graduacion que han obtenido buen exito;

(c) Nombrar, a propuesta del Presidente del Colegio, instructores, profesores, conferenciantes y demas empleados del Colegio; fijar sus remuneraciones, horas de servicio y los demas deberes y condiciones que considere apropiados; concederles, a su discrecion, licencias de vacacion bajo los reglamentos que promulgue, no obstante cualesquiera otras disposiciones de la ley en contrario y destituirles por motivo justificado despues de haberse practicado una investigacion y haberseles oido.

(d) Aprobar los planes de ensenanza y reglas de disciplina preparados por el Consejo del Colegio como mas adelante se dispone;

(e) Fijar los derechos de ensenanza que se requieren de los estudiantes, asi como tambien los derechos de matricula, derechos de graduacion y derechos para los cursos de laboratorio y todos los derechos especiales y condonarlos en casos especiales;

(f) Proveer plazas pensionadas para los profesores y becas para los estudianes que demuestren meritos especiales;

(g) Proveer reglas para su propio gobierno y promulgar para el gobierno del Colegio las ordenanzas y reglamentos generales, no contrarios a la ley, que sean compatibles con los fines del Colegio, tal como se definen en el articulo dos de esta Ley;

(h) Recibir en fideicomiso legados, dadas y donaciones de bienes muebles e inmuebles de toda clase y administrarlos en beneficio del Colegio o para la ayuda a cualesquier estudiantes, de conformidad con las ordenes e instrucciones del donante y, en su defecto, de la manera que determine a su discrecion la junta de Fideicomisarios.

ART. 6. El quorum de la Junta de Fideicomisarios consistira en una mayoria de todos sus miembros. Todas las providencias contra la Junta de Fideicomisarios se entregaran al presidente o secretario de la misma.

ART. 7. En o antes del quince de junio de cada ano, la Junta de Fideicomisarios rendira al Presidente de Filipinas un informe detallado, manifestando el progreso, las condiciones y necesidades del Colegio.

ART. 8. Habra un Consejo de Colegio compuesto del Presidente del Colegio y de todos los instructores y profesores del mismo. El Consejo tendra la facultad de prescribir los planes de ensenanza y las reglas de disciplina, con sujecion a la aprobacion de la Junta de Fideicomisarios. Fijara los requisitos de admision al Colegio, asi como para la recepcion de un grado. Solamente el Consejo tendra la facultad de recomendar estudiantes u otros para ser recipientes de grado. Por conducto de su presidente o comite, tendra facultad disciplinaria sobre los estudiantes dentro de los limites prescritos por las reglas de disciplina aprobadas por la Junta de Fideicomisarios.

ART. 9. El cuerpo de instructores y profesores del Colegio constituira la Facultad del colegio, con el Presidente del Colegio como funcionario presidente. En el nombramiento de profesores o instructores del Colegio no se aplicaran pruebas en religion ni se hara materia de examen o indagacion las opiniones o afiliaciones de la Facultad del Colegio: Entendiendose, sin embargo, Que ningun instructor o profesor del Colegio inculcara dogmas sectarios en cualquiera de las ensenanzas, ni tratara, ya sea directa o indirectamente, bajo pena de destitucion por la Junta de Fideicomisarios, de influir a los estudiantes o sirvientes

del Colegio en favor o en contra de una iglesia o secta religiosa en particular.

ART. 10. Los profesores y demas instructores regulares del Colegio estaran exentos como tales de cualesquier exámenes o reglamentos del servicio civil como requisito para ser nombrados.

ART. 11. Habra un secretario del Colegio, nombrado por la Junta de Fideicomisarios. Sera el secretario de la citada Junta asi como del Colegio y llevara los registros del Colegio que se determinen por la Junta.

ART. 12. Los jefes de oficinas o despachos del Gobierno Nacional quedan por la presente autorizados para prestar o traspasar, a peticion del Presidente del Colegio, los aparatos o efectos que necesite el Colegio, y destinar empleados para prestar servicio en el mismo, cuando a juicio del jefe de la oficina o despacho dichos efectos o empleados pueden ser facilitados sin grave detrimento del servicio publico.

ART. 13. El Presidente del Colegio, con la cooperacion del Superintendente de Escuelas de la Ciudad de Manila, podra usar una o mas de las escuelas elementales de la Ciudad de Manila como escuelas de extrenamiento o laboratorio del Colegio.

ART. 14. Al objeto de no interrumpir el funcionamiento regular del plan de ensenanza general de dos anos y el plan combinado de ensenanza de tres anos de la Escuela Normal de Filipinas, la Facultad de la escuela compuesta de los instructores y maestros criticos, asi como su personal, seran absorbidos por el nuevo Colegio. Los sueldos de este personal seran ajustados, a discrecion de la Junta de Fideicomisarios, dentro de la cantidad disponible para consignacion.

ART. 15. Por la presente se consigna la cantidad de setecientos cincuenta mil pesos de cualesquier fondos existentes en la Tesoreria Nacional y no consignados para otros fines para el ano economico de 1949-1950, para llevar a efecto los fines y disposiciones de esta Ley.

La cantidad consignada en la presente no sera desembolsada excepto previa certificacion del Secretario de Hacienda y el Auditor General respecto a la disponibilidad de fondos en exceso de las que fueren necaparios para el funcionamiento del Gobierno segun se dispone en la Ley anual de Presupuestos Generales para el ano economico de 1949-1950.

ART. 16. Esta Ley entrara en vigor el 1.º de julio de 1949.

Aprobada el 18 de junio de 1949.

True Copy

APPENDIX B

(Enclosure to Circular No. 21, s. 1951)

APPROVED FOUR-YEAR TEACHERS CURRICULUM

IN INDUSTRIAL EDUCATION

Entrance requirement: - Graduation from a public or recognized private secondary school. Upon application, a student who finished the first two curriculum years may be graduated and awarded a diploma of Industrial Arts Teacher.

FIRST YEAR

First Semester

<u>Subject</u>	<u>Hours</u>	<u>Credit</u>
English 1 (Composition)	3	3
Social Science 1 (Including Introductory Sociology)	3	3
Psychology (General including Child Psychology, Growth and Development)	3	3
National Language 1	3	3
Drawing 1 (Art Education including Free-hand Drawing and Sketching)	5	2
Practical Arts 1 2/	15	6
Total. . . .	32	20
Military Science 1	3	1

Second Semester

English 2 (Composition, cont. of English 1)	3	3
Social Science 2 (Industrial Sociology)	3	3
Education 1 (Educational Psychology)	3	3
National Language 2	3	3
Drawing 2 (Elements of Mechanical Drawing and Blueprint Reading) 1/	5	2
Practical Arts 2 2/	15	6
Total. . . .	32	20
Military Science 2	3	1

SECOND YEAR

First Semester

<u>Subject</u>	<u>Hours</u>	<u>Credit</u>
English 3 (Survey of Literature)	3	3
Mathematics 1 (College Algebra) <u>3/</u>	3	3
Education 3 (Principles & Methods of Arts and Trades)	3	3
Education 4 (Measurements & Evaluation in Ind. Education)	3	3
Drawing 3 (Mechanical Drawing) <u>1/</u>	5	2
Practical Arts 3 <u>2/</u>	15	6
Total.	32	20

Military Science 3	3	1
--------------------	---	---

Second Semester

English 4 (Public Speaking, Argumentation and Debate)	3	3
Mathematics 2 (Applied Industrial Mathematics) <u>6/</u>	3	3
Education 6 (History, Philosophy, & Development of Industrial Education with emphasis on the Philippines)	3	3
Education 9 (Principles of Vocational Education)	3	3
Education A (Observ., Part., & Practice Teaching, Industrial Arts) <u>4/</u>	5	5
Practical Arts 4 <u>2/</u>	15	6
Total.	32	23

Military Science 4	3	1
--------------------	---	---

THIRD YEAR x/First Semester

Physics 1 (Applied Physics including Mechanics, Molecular Physics and Heat) <u>5/</u>	4	3
Mathematics 3 (Plane Trigonometry) <u>6/</u>	3	3
English 5 (Technical Writing and Reporting and Interviews)	3	3
Education 7 (Educational Sociology)	3	3
Shop Minor <u>7/</u>	15	6
Total.	28	18

Second Semester

<u>Subject</u>	<u>Hours</u>	<u>Credit</u>
Physics 2 (Applied Physics including Electricity, Sound and Light) 5/	4	3
Economics 1 (Economic Principles)	3	3
Education 2 (Trade & Job Analysis and Course Construction)	3	3
Education 8 (Shop Planning, Management and Equipment Selection)	3	3
Shop Major 7/	15	6
Total. . . .	28	18

FOURTH YEAR x/First Semester

Chemistry 1 (Inorganic Chemistry) 9/	4	3
Economics 2 (Industrial Economics, Organization & Management) 8/	3	3
Education 5 (Educational & Vocational Guidance)	3	3
Education 10 (Audio-Visual Education)	3	3
Shop Major 7/	15	6
Total. . . .	28	18

Second Semester

Chemistry 2 (Industrial Chemistry) 9/	4	3
Education 11 (Administration and Supervision of Trade and Industrial Education)	3	3
Education 12 (Observation, Participation, and Practice Teaching in Major and Minor subjects, Voc. Trade Courses)	5	5
Drawing 4 (Industrial Design)	5	2
Shop Major 7/	15	6
Total. . . .	32	19

-
- 1/ Secondary trade school and technical course graduates are exempted.
 - 2/ Art Education for women in the event they are admitted to this curriculum.
 - 2/ Secondary trade school and technical course graduates are exempted and considered as having earned these units.
 - 3/ Women students may take an elective in vocational trade courses for women.
 - 4/ Offered both semesters, but only one semester's work is required.
 - 5/ Inorganic Chemistry will be offered to women.
 - 6/ Mathematics course in women vocational trade courses will be offered to women in the event that they are admitted.
 - 7/ To be determined by the Major department.

- 8/ Home Management for women.
- 9/ Vocational trade electives for women.
- x/ Advanced Military Science is optional and will be offered to students desiring to take it.

True Copy

APPENDIX C

Republic of the Philippines
Department of Education
BUREAU OF PUBLIC SCHOOLS
Manila

C I R C U L A R
No. 31, s. 1951

December 20, 1951

AMENDMENT TO CIRCULAR NO. 9, s. 1947, ENTITLED "REGULATIONS
GOVERNING THE SELECTION OF STUDENTS FOR ADMISSION TO
NORMAL SCHOOLS, TO THE TEACHERS CURRICULUM OF
THE NATIONAL SCHOOLS OF ARTS AND TRADES,
AND TO THE PHILIPPINE SCHOOL OF
COMMERCE. "

To Division Superintendents:

1. Paragraph 21 of Circular No. 9, s. 1947, is hereby amended to read as follows:

21. No applicant who has not qualified in the entrance examination will be admitted to any normal school under the Bureau of Public Schools, to the Philippine School of Commerce, or to the teachers' curriculum of the national schools of arts and trades. However, a teacher who is on study-leave or is laid off because he is an undergraduate may be admitted, without taking the entrance examination, to any public normal school or any national school of arts and trades upon recommendation of the division superintendent, provided that he has completed at least 36 units of credits in the SATURDAY NORMAL CLASSES CONDUCTED BY THE BUREAU OF PUBLIC SCHOOLS: that he has had one or more years of teaching service with an efficiency rating of at least above average during the last year of service; and that there is room for him in the school. EXCEPT IN THE CASE JUST STATED, THOSE WHO QUALIFIED IN A PREVIOUS ENTRANCE EXAMINATION OR WERE PLACED ON THE WAITING LIST BUT FAILED TO ENROLL, MUST TAKE THE EXAMINATION AGAIN AND QUALIFY IN ORDER TO BE ADMITTED.

2. The above amendment will take effect upon receipt of this Circular.

BENITO PANGILINAN
Director of Public Schools

True Copy

APPENDIX D

(Enclosure to Circular No. 10, 1952)

THE PROPOSED FOUR-YEAR ELEMENTARY TEACHER CURRICULUM

FIRST YEAR

First Semester

	<u>Units</u>
English 1 (Grammar, Composition, and Speech Improvement). . .	3
National Language 1 (Grammar and Composition)	3
Content of the Elementary Curriculum 1 (Reading skills, Social Studies, Arithmetic and Science) 1	3
Psychology 1 (Elementary Principles of Psychology).	2
Education 1a (Child Growth and Development 1)	2
Music 1 (Introduction to Music Education).	3
Physical Education 1 (Men and Women).	2
Military Training (for men) or Home Economics 1 (for girls) ² . . .	3
	<u>21</u>

Second Semester

English 2 (Continuation of English 1)	3
National Language 2 (Continuation of National Language 1) . .	2
Content of the Elementary Curriculum 2 (Continuation of the first-semester course) ²	2
Education 2 (Fundamental Principles of Teaching for Elementary Education)	5
Art Education 1 (Introduction to Drawing, Modeling, and Other Art Crafts in the Elementary Schools)	3

¹To be taken only by those who cannot pass the test on the content of the elementary curriculum (Language, Arithmetic, Reading, etc.). Those who passed the test may use as substitute courses: Mathematics (Skill in Quantitative Thinking) and Instructional Materials for Elementary Grades,

²Co-Curriculum activities for women students would be membership in Home Economics Club, Future Homemakers of the Philippines Club, etc.

Second Semester - continued

	<u>Units</u>
Social Science 1 (Democracy and Current Social, Political and Economic Issues).	3
Physical Education 2 (for both men and women)	2
Military Training (for men) or Home Economics 2 (for girls) ¹	<u>3</u>
	23

SECOND YEAR

First Semester

English 3 (Mythology and the Short Story)	3
Health 1 (Personal and Community Health).	3
Physical Education 3.	2
Military Training (for men) or Home Economics 3 (for girls)	3
The Community Schools: ²	
Social Science 2 (Rural Sociology).	3
Education 3 (The Child and the Curriculum).	3
Education 4 (A Teacher's Course in Fundamental and Adult Education).	3
Practical Arts 1 (Including Elementary Agriculture and Handicrafts).	<u>3</u>
	23

Second Semester

English 4 (Children's Literature and Story Telling for Children)	3
Natural Science 1 (Physical and Biological Sciences).	3

¹Co-Curriculum activities for women students would be membership in Home Economics Club, Future Homemakers of the Philippine Club, etc.

²This block of 4 courses shall be offered daily, five days a week for 10 weeks. The other courses scheduled for this semester should be offered during the other 10 weeks of the semester - daily, five days a week.

Second Semester -- continued

	<u>Units</u>
Education 5 (Introduction to Measurement and Evaluation) . . .	2
Music 2 (Continuation of Music 1).	2
Art Education 2 (Continuation of Art Education 1).	3
Practical Arts 2 (Continuation of Practical Arts 1).	5
Military Training (for men) or Home Economics 4 (for girls). . .	3
	<u>21</u>

THIRD YEAR

First Semester

English 5 (The Novel).	3
Social Science 3 (Philippine Government and Political Law) .	3
Education 6 (Curriculum Development)	3
Natural Science 2 (Continuation of Natural Science 1).	3
Health 2 (Mental Health, Social Hygiene)	3
Practical Arts 3 (Continuation of Practical Arts 1 and 2). .	3
Elective	3
	<u>21</u>

Second Semester

English 6 (The Drama).	3
Social Science 4 (Contemporary Civilization)	3
Education 7 (Evaluative Techniques as Applied to Instruction) .	3
National Language 3 (Philippine Literature).	3
Education 8 (Guidance and Counseling).	3
Elective	3
	<u>18</u>

Electives

	<u>Units</u>
Library Science 1.	3
Social Science 6 (Principles of Economics)	3
Social Science 7 (Principles of Sociology)	3
Natural Science 3 (Elementary Chemistry)	3
Social Science 8 (World Geography)	3

FOURTH YEAR

First Semester

English 7 (Poetry)	3
English 8 (The Essay and the Biography)	3
Social Science 5 (Philippine Culture and Social Life)	3
Education 9 (Administration and Supervision)	3
Elective	3
Elective	3
	<u>18</u>

Second Semester

Education 10 (Practice Teaching)	18
--	----

Electives

Education 12 (Education Statistics)	3
Education 13 (Philosophy of Education)	3
Art Education 3.	3
Music 3.	3
Mathematics 1 (Fundamental Mathematics)	3
English 9 (Speech Improvement)	3

Electives - continued

	<u>Units</u>
Practical Arts 4 (Vocational Club Work)	3
English 10 (Public Speaking)	3
English 11 (Dramatics)	3
National Language 4 (Methods of Teaching the National Language)	3

True Copy

BIOGRAPHICAL ITEMS

Lolita Garcia Rutland, born in Bauang, La Union, Philippines on August 20, 1920, received her basic general and professional education in the Philippine public schools. After her graduation from the Philippine Normal School in 1939, she taught in the Manila City Schools while attending night classes in education at the University of Santo Tomas.

Because the schools were closed for a year during the Japanese occupation, she did social case work in the Department of Public Welfare, Manila. As student nurse in the Philippine General Hospital from 1943 to 1946, Mrs. Rutland was one of the handful of student nurses who remained on duty at the hospital in the battle for the liberation of South Manila.

Graduating with honors from the hospital in 1946, she was one of 12 students from 4,000 candidates selected by the U. S. State Department to study in that country. She obtained her B. S. degree in 1948 from the University of Colorado and an M. S. degree in 1949 from Catholic University of America with specializations in nutrition, nursing, and school administration.

From 1949-55, she occupied various administrative and college teaching positions in the Philippines and in the United States. Work toward the doctorate in education has been done at the University of Georgia and the University of Florida.

She is a member of the American Association of University Women, Kappa Delta Pi, National Education Association, and Pi Lambda Theta.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of the committee. It was submitted to the Dean of the College of Education and to the Graduate Council and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

August 13, 1955

Dean, College of Education

Dean, Graduate School

SUPERVISORY COMMITTEE:

Chairman

Pauline Howard

Charles C. Fiske

Class m. Glass

N. A. Fullagar

Earl R. Glenn